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Sanford and Carroll Challenge Educators To Emphasize Excellence In All Schools

More than 550 superintendents, college personnel, and their families attended the twenty-fourth annual conference for administrators at Mars Hill College, August 8-11. This family-style conclave, sponsored by the State Department of Public Instruction, was featured by addresses by Governor Terry Sanford, Superintendent Charles F. Carroll, and Honorable George V. Allen. Other highlights included talks by Dr. Gertrude Lewis, Dr. Ovid F. Parody, and Dr. J. Lloyd Trump—all of Washington, D. C. — plus a symposium on promising administrative practices.

Sanford challenged superintendents to become educational executives and warned them of the danger of lowering standards just to fill positions. "This is especially true of the new assistant superintendent positions and the extra teaching positions. We had better leave these unfilled than to employ incompetent people." Sanford urged superintendents to take the initiative in helping the public understand the nature of the teacher's work, the hours involved, and the responsibilities which teachers have. Sanford suggested that since teaching is decidedly a full-time job, the public somehow must become aware of this.

Carroll, in his remarks on "Administration or Administrivia?," urged superintendents to accept the State's mandate of improving education by analyzing anew what is meant by quality education and by finding ways to implement this in terms of each individual student. "Quality education," declared Carroll, "acquires meaning only when it is defined in terms of what happens to an individual child. . . ." Impersonal education, he explained, is a threat to the integrity of the individual and to the security of our democratic society.

Superintendent Carroll charged superintendents, in analyzing their responsibilities, to determine which of these may be delegated, which might be shared, and which must be assumed personally. In the pursuit of good instruction, the superintendent must "take the initiative in determining, through evaluation, the condition of the school system; he must take the

initiative in projecting the total educational needs of his administrative unit; and he must take the initiative in formulating and pursuing plans for their realization."

Honorable George V. Allen, in discussing "People to People Diplomacy," stressed the fact that "America and the Western World must face up to the reality that the Russian threat, which is united, dynamic, and aggressive, demands immediate action." Strengthening the North Atlantic pact in terms of a common market and a definite free trade area can be achieved in short order, declared Allen.

What lies ahead in the schools of tomorrow was discussed by Dr. Gertrude Lewis, specialist in elementary education, U. S. Office of Education; Dr. Ovid F. Parody, chief of the secondary school section, U. S. Office of Education; and Dr. J. Lloyd Trump, associate secretary, National Association of Secondary School Principals.

Each of these leaders emphasized continuous planning from kindergarten through the twelfth grade; greater flexibility in organization, in schedule-making, and in building construction; more emphasis on the individual approach to learning; greater stress on guidance; more attention to creativity; common sense in use of television, teaching machines, and team teaching; the need for experimentation; and improved methods of evaluation.

Dr. Lewis predicted that five-year-old children soon will be part of the public school system and that, in many places, four-year-old pupils will also be in attendance. "Programs, of course, must suit the characteristics of these particular ages."

In discussing the junior high school in the years ahead, Dr. Parody stressed the fact that "curriculum development is important only in terms of the individual. In a program it is essential that we reach for the individual. . . . In a program of this sort the school would at all times be in the process of remaking. . . ." Parody emphasized the values of heterogeneous grouping as a means of helping students "appreciate the tremendous values in human differences."

Dr. Trump, in his remarks about the high school in the years ahead, stated that class size per se will not guarantee quality education; that more periods per day will not achieve this goal; and that longer, more difficult assignments will not solve the problem.

Recognizing the restrictions of terminal facets in education, togetherness, and tightness, Dr. Trump urged the necessity for more continuity, flexibility, and more individualization in the instructional program. "Schools must become dramatically better," declared Trump, "and this cannot happen until we teach in terms of individual differences. We talk glibly of individual differences and then organize schools so as to treat everyone as uniformly as possible."

Trump suggested that, in determining class size, three questions be asked: What can students learn for themselves? When do they need teacher help? When is inter-action among students desirable? Dr. Trump predicted that the schools of tomorrow would be open at nights, on Saturdays, and during the non-academic year.

Promising practices in school administration were discussed by J. H. Rose, "Ungraded Primary Program"; Dr. Craig Phillips, "Summer School Program for Gifted Children"; James P. Sifford, "Quality Points for Graduation"; Dr. Elmer H. Garinger, "Social Service and School Attendance"; Jesse O. Sanderson, "Core Courses and Interest Courses"; A. D. Kornegay, "Development of Policies, Rules, and Regulations," and Charles H. Chewning, "Multiple-Type Diplomas."

Others appearing on the conference program included Joseph C. Cashwell, Charles C. Erwin, Dr. Joe Johnston, J. E. Miller, Nile F. Hunt, Dr. J. P. Freeman, John Hawes, Dr. Gerald B. James, A. C. Davis, Conrad Hooper, Dr. W. B. Sugg, Dr. Lloyd Thayer, Marie Haigwood, Mrs. Grace Efrid, and Dr. William H. Wagoner.

Entertainment for the conference included a concert by the Brevard Music Center orchestra under the direction of Dr. James Christian Pfohl and featuring Beverly Wolfe, vocalist; a vocal-instrumental program by television and record personality, 'Cile Turner; and vocal selections by Mrs. Marilyn Greene Burris, music supervisor in Durham County for 1961-62.

Superintendent Carroll Says . . .

(Excerpts from address before Superintendents Conference, Mars Hill, August 9, 1961)

... "quality education" may be defined as affording each child the kind of instruction most commensurate with his abilities and interests and most compatible to his personal needs and the needs of society. . . .

The term "quality education" acquires meaning only when it is defined in terms of what happens to an individual child. . . .

The teaching teacher and the learning child must always have the right-of-way in our school system. The heart of quality education is good instruction, and good instruction is the recognition of each child as an individual worth teaching and the assumption by each teacher of the responsibility for discovering his potentialities and stimulating his development.

As I assess public opinion and legislative interest, it becomes imperative that we Improve Education. The appropriate point of departure, in this continuing and never-ending mandate, is (1) an appraisal of our many functions and (2) a personal commitment of time and ability to those functions which deserve priority. . . .

This comprehension of the situation establishes the framework for the first and the most important function of the superintendent; namely, that of taking the initiative in determining, through evaluation, the condition of the school system; of taking the initiative in projecting the total educational needs of his administrative unit; and, taking the initiative in formulating and pursuing plans for their realization. . . .

And, it is within this framework that we discover the second major function of the administrator; namely, that of employing teachers and other professional personnel who are potentially competent, utilizing personnel properly by assigning them to the area of greatest need, and then, planning and conducting a program of in-service education for their growth and development. . . .

A fourth major function of the superintendent—one which cannot be delegated—is the determination, and the procurement, of the financial support necessary to operate a well-organized and well-staffed school system. . . .

A fifth major function of the superintendent is the development of policies and rules and regulations, governing all phases of school operations, for consideration by and approval of the board of education.

Finally, as I appraise the multiplicity of functions which administrators must continuously assume, and as they select those deserving priority in 1961, it occurs to me that public information, public relations, or public interpretation—whatever you choose to call it—emerges as an absolute necessity.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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CHARLES F. CARROLL
State Supt. of Public Instruction

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EDITORIAL BOARD

September, 1961

L. H. JOBE, J. E. MILLER
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The way to quality education is not a shortcut, but a long road.—*Greensboro Record*.

Quality education for our boys and girls must be matched equally with quality spending, quality administration, and quality curricula.—*Washington Daily News*.

The fact that the State has taken a gigantic step toward improving the system of public education should provide a stimulant for greater local efforts all over the State to further improve public education.—*Greenville Reflector*.

In proportion as the structure of a government gives force to public opinion, it is essential that the public should be enlightened.—George Washington.

A popular government without popular information or the means of acquiring it is but a prologue to a farce or a tragedy. — James Madison.

We seek citizens and statesmen whose guiding principle is not *who* is right but *what* is right. We seek an education that gives wisdom as well as knowledge. — President Kennedy.

I know no safe depository of the ultimate powers of society but the people themselves; and if we think them not enlightened enough to exercise their control with wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education. — Thomas Jefferson.

The future of North Carolina goes to school today — Francis E. Walker, chairman United Forces for Education.

American education can be as good as the American people want it to be—and no better. Dr. John W. Gardner, president, Carnegie Foundation for Advancement of Teaching.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

QUALITY THROUGH ACCREDITATION

Within a few weeks new accreditation standards and checklists for evaluating local schools will be available from the State Department of Public Instruction. Cooperatively formulated, these standards will be discussed at a series of conferences for principals scheduled for early October for distribution to administrative units.

Purposes for accreditation have undergone constructive changes in recent years. No longer is the chief interest in accreditation that of local pride in one's school or the assurance that graduates of an accredited school might readily gain admittance into college. Genuine enthusiasm for better schools has caused these concepts of accreditation to be completely outmoded.

Today, accreditation increasingly is concerned with determining what are the characteristics of a good school and what can be done in a given situation to improve education at the local level. This positive approach to accreditation suggests that it must be an on-going experience, that it must be cooperatively undertaken, that all aspects of the

school program must be considered, and that what a school believes determines what it does.

Procedures for accreditation will be suggested when standards and checklists are explained in early October; but one thing seems basic to the State Department which is supervising this newest effort to improve schools, and that is this: Self-study by all those concerned with improving education in a given community seems basic to any effective action toward improvement.

Communities must know for a certainty what they believe about the purposes of education, to what degree their schools are achieving these purposes, and what immediate steps should be taken to bring about improvement. Accreditation standards, devised by Department personnel in cooperation with more than fifty consultants from the schools of North Carolina, should be decidedly useful in helping local communities answer these questions.

This approach to quality education should be felt widely throughout the State during the current school year, and for years to come.

QUALITY AND THE INDIVIDUAL

Significantly, each of the main speakers at the superintendent's conference in Mars Hill, including Governor Terry Sanford and Superintendent Charles F. Carroll, as well as outstanding leaders from the Office of Education and the National Education Association, emphasized the importance of educating the individual.

Essentially, quality education is dependent upon respect for the individual, no matter what his abilities, his past achievement, his environment, his physical and emotional health, or his ultimate ambitions. This goal, however desirable, is attainable only as programs are conceived in terms of individuals.

Such an approach to quality education may demand new concepts

relative to organization and administration, concepts which are less rigid than many of those embraced today. Guidance and counseling practices may need to undergo rethinking in certain situations. Testing and other services may need to be re-examined. And teaching techniques themselves may need to be re-studied if a functional emphasis on the individual is to become widespread.

Students learn as individuals, and often this is best achieved within groups; nevertheless, it seems increasingly urgent that educators realize what actually is meant by the individual approach to learning and that conscious attempts be made to work with individuals in terms of their differences as well as their likenesses.

Quality Through Additional Personnel

Additional educational personnel in the several administrative units of the State and in the State Department of Public Instruction are indeed welcome and should enable the schools of the State to do a better job of teaching than ever before. As capable assistant superintendents, supervisors, teachers, and special teachers accept their responsibilities, instruction at all levels and in all parts of the State should reach new levels of excellence.

Improvement in schools is dependent on many aggressive efforts, but certainly no effort is more significant than that of staffing the schools with well-prepared, dedicated, and enthusiastic personnel. The schools of North Carolina will be infinitely better because of these additional staff members, provided they have been chosen carefully and provided they are aware of their specific responsibilities.

Fortunately, North Carolinians are demanding better schools and are finding some of the ways for guaranteeing this goal. Fortunately, too, North Carolinians know that it need not take a generation or longer to achieve many of the improvements which now seem desirable.

Educators who have seriously studied this problem and who have imaginatively been willing to make desirable changes in the school program — content; teaching techniques; use of time, facilities, materials; methods of evaluation; and the like—have invariably been enthusiastic about their results.

The individual approach to learning is much more than two thousand years old, and when intelligently used has always brought about a renaissance in education. A desirable goal for North Carolina educators for 1961-62 might profitably be: Let's know our students as individuals and teach them in accordance with what we know!

State Board Adopts New Salary Schedules

New State salary schedules for school personnel were adopted in July by the State Board of Education. For regular classroom teachers, the new scale ranges from an annual salary of \$3,607.50 for a teacher holding the A-O Certificate to \$5,605.50 for a teacher holding the Graduate Certificate with 13 or more years of experience.

This new teachers' salary schedule brings into reality the proposed \$3,600 to \$5,600 range recommended in the "B" Budget by the State Board of Education and approved by the General Assembly when the Appropriation Act was passed. Provision for a 185-day school year for teachers is included in the schedule, thus making the total average increase in annual salary 22.44 per cent.

The regular teachers' schedule also includes provision for certificate ratings below the "A" Certificate. These are the "B" Certificate, which requires college graduation without practice teaching, the "C" Certificate, Elementary A, Elementary B, and Non-Standard Certificates. There are relatively few teachers holding these lower grade certificates.

In addition to the salary schedule for teachers in the regular classroom positions, the Board adopted a salary schedule for vocational teachers. As in the past, this schedule is slightly higher than that adopted for regular classroom teachers. This differential ranges from \$18.00 per month for the teacher holding the A-O Certificate to \$30 per month for the G-13 Certificate holder.

A vocational teacher who works on a ten-months' basis on this new schedule will earn \$4,080 for the A-O Certificate and \$6,360 for the G-13 Certificate. On an eleven-months' basis, the A-O Certificate teacher will earn \$4,488 with a top salary for the G-13 teacher of \$6,996. For the teacher on a twelve-months' contract, which applies to all agriculture teachers, the salary for the A-O teacher will begin at \$4,896 and will reach a ceiling of \$7,632 for the G-13 Certificate holder. This represents a 20 per cent increase for the teacher holding the A-O Certificate and 20.91 per cent for the teacher holding the G-13 Certificate.

Two new salary schedules for principals were adopted: (1) a schedule for building principals, those principals of schools with less than seven teach-

ers; and (2) a schedule for classified principals, those principals of buildings with seven or more teachers.

The building principals' salary schedule is based on the teaching certificate that the principal holds plus an additional amount according to size of school. This additional amount ranges from \$14 per month for the principal of a three-teacher school to \$54 per month for a principal of six-teacher school.

The classified principal's salary plan begins with an annual salary of \$5,410 for a principal of a seven-teacher school who has had no previous experience as a principal. The schedule will then increase to \$8,770 for the principal with 8 or more years experience as a principal serving in a school having 42 or more teachers. The percentage increase in average annual salary for principals on this schedule will be 21.13 per cent.

Classified principals who hold the new advanced principal's certificate will receive \$30 per month above the schedule for the regular principal's certificate, while the holder of the advanced principal's certificate and a doctor's degree will get an extra \$50 per month.

In the new supervisor's salary schedule, the supervisor will receive a monthly salary approximately ten per cent above the regular teacher schedule for a ten months' period of service. This new schedule for supervisors begins with an A-5 rating and goes through the G-13 rating. The annual salary for the ten-months' period in this schedule begins at \$4,960 and goes up to \$6,660 for the supervisor who holds the G-13 rating.

The Board did not adopt a salary schedule for assistant superintendents. Instead it allotted to each administrative unit having from 8,500 to 20,000 students one such position; to school systems having 20,000 to 35,000 students, two positions; those having 35,000 to 50,000 students three such positions; and those with 50,000 students and more, four positions. Each position will carry a salary allotment of \$8,460.

The new salary schedule for superintendents begins with \$7,560 for the superintendent who has no experience as a superintendent in a unit with less than 1500 students. The schedule will increase to \$15,420 for the superintendent with eight years of experience

Miss Bomar Honored As Tar Heel of the Week

Cora Paul Bomar was "Tar Heel of the Week" in the August 6 edition of the *Raleigh News and Observer's* Sunday feature by that name.

Miss Bomar has been State Supervisor, School Library Services, State Department of Public Instruction, since 1951. She came to Raleigh following experience as instructional supervisor of Orange County, elementary librarian in Chapel Hill, high school librarian in Atlanta, and reference librarian at the University of Tennessee Junior College.

Miss Bomar is a native of Tennessee. She attended Bethel College for two years and then while teaching in the public schools of that state attended summer schools at the University of Tennessee where she received her B.A. degree in history in 1939. She received her library science degree from George Peabody College in 1946.

In July of this year Miss Bomar was named president-elect of the American Association of School Librarians. Last April she appeared before the Senate subcommittee on Education in behalf of Federal aid to school libraries.

Miss Bomar, who is a four-year member of the executive board of the Association, stated that all 50 states, three provinces, and Canada were represented at the convention. Among these were approximately twenty librarians from North Carolina as well as representatives from library science departments in the State.

"Among professional organizations," declared Miss Bomar, "the AASL is perhaps making one of the most successful efforts in the country to improve the quality of education in the schools." The AASL is a division of the American Library Association and a department of the National Education Association.

in a school unit with 30,000 students and more. In addition, the same regulation governing the advanced principal's certificate will apply. This provides that the superintendent who holds the advanced superintendent's certificate will receive \$30 per month above the schedule, and the superintendent who holds a doctor's degree will receive \$50 per month above the schedule.

Equipment Procedures Outlined for Centers

Equipment Procedures and Practices for Industrial Education Centers, prepared by William A. Underwood, III, equipment coordinator for trade and industrial education, was distributed recently for critical evaluation and possible revision.

Items such as the following are discussed in this brief bulletin: definition of terms; methods of equipment procurement; insurance regulations; liability, rights, and privileges; equipment lists and compiling of equipment lists; procurement procedures; transportation; surplus equipment procedures; loan equipment procedures; inventory of equipment; and furniture and office equipment.

"After this bulletin has been critically analyzed by personnel at the industrial education centers, it will be further refined for use in all centers," declared Underwood. "Such a cooperatively formulated brochure should be of practical value to all those connected with the centers, and to us in the Raleigh office also."

14 School Units Change Administrative Heads

Heads of 14 of the State's 173 school administrative units were changed as of July 1.

Eleven of the 14 were new as superintendents for the first time, two changed positions, and one former superintendent returned to the field. Of the 14 changes, nine were in county units and 5 in city units.

These 14 administrative units and their new superintendents are as follows:

Counties—

Hyde—Ben D. Quinn
McDowell—James E. Johnson
Mitchell—Walter L. Thomas
Nash—C. H. Fries, Jr.
New Hanover—Wm. H. Wagoner
Northampton—R. F. Lowry
Pamlico—T. J. Collier
Rutherford—Forest W. Hunt
Washington—S. D. O'Neal

Cities—

Elizabeth City—
Ben E. Fountain, Jr.
Elm City—J. T. Odom, Jr.
Hamlet—Maylon E. McDonald
Monroe—Oscar W. Broome
Whiteville—G. H. Arnold

What Governor Sanford Said At Mars Hill

Governor Terry Sanford in an address at the annual Superintendent's Conference at Mars Hill made the following remarks:

- We can't be sitting around congratulating ourselves that we got the program through the General Assembly! We must be up and doing. Let's get the job done.

- Superintendents of schools are the executive officers of the most important business in North Carolina.

- The time for educational improvement in North Carolina is now.

- The school superintendents of North Carolina hold in their hands the key instrument of education as the means of unlocking the door of the future.

- The school superintendent must be one who knows *where* he is going, *why* he is going, and *how* he is to get there.

- It is going to be necessary that you give effective leadership in stimulating your school and community to bring

about improvement . . . you are going to have to involve in school improvement all of the people concerned.

- It will require that lines of communication be kept open. . . . The school executive must be able to inform members of the community in such a way as to raise high the level of the kind of education they expect.

- A hard rung to reach is to convince yourself and your staff and the officers that they exist *solely to make more effective the instructional program*.

- For one thing, I am convinced that we cannot depend on part-time teachers to provide quality education. We must make teaching a full-time professional job.

- The people of North Carolina have been sold by the advertising of the need for quality education. They have bought it for a reason. The only sound basis for keeping it sold is high quality performance.

American Education Week Starts November 5 Schools Urged To Order Materials Early

"Your Schools: Time for a Progress Report" will be the main theme of this year's American Education Week, November 5-11.

More than 30 million adults are expected to visit their public schools during this 41st annual observance to receive a first-hand report on school purposes, methods, achievements, needs, and problems. Other millions will receive the annual accounting through newspapers, magazines, radio and television, sermons, motion pictures, plays, posters, and booklets.

In addition to the main theme, the following daily American Education Week topics have been selected.

Sunday, Nov. 5—Time to Test Our Convictions

Monday, Nov. 6—Time to Decide on Essentials

Tuesday, Nov. 7—Time to Work Together

Wednesday, Nov. 8—Time to Explore New Ideas

Thursday, Nov. 9—Time to Salute Good Teachers

Friday, Nov. 10—Time to Pay the Price for Excellence

Saturday, Nov. 11—Time to Look Outside Our Borders

This year's theme and daily topics offer an opportunity for school systems over the country to report on improvements made in the last few years, on curriculum changes which benefit their pupils, on new school construction, on programs for getting and keeping the best teachers, on effective new teaching methods, and on improved facilities.

The basic purpose of American Education Week continues to be the effort to make every American aware of the important role education plays in a democracy, and to help him realize that good schools are his personal responsibility.

National sponsors for American Education Week are: the National Education Association; the American Legion; the National Congress of Parents and Teachers; and the U. S. Office of Education.

The National Education Association has prepared a number of booklets and folders which offer helpful guidance to school systems and others planning American Education Week activities. A packet, containing an assortment of 27 of these items, is available for \$1.50 from NEA.

Division of Instructional Services Adds Ten New Staff Members in Ten Areas

Ten new staff members have joined the division of instructional services within recent months in ten separate areas of activity: two in modern foreign languages and one each in the areas of audio-visual aids, driver education, music, library services, mathematics, industrial arts, elementary supervision, and non-public school supervision.

Mrs. Tora T. Ladu

Mrs. Tora T. Ladu joined the division of instructional services in the State Department of Public Instruction September 1 as supervisor of modern foreign languages. Prior to accepting this position, Mrs. Ladu, wife of the late Arthur I. Ladu, professor of English at North Carolina State College, was head of the foreign language department in Needham Broughton High School.

An A.B. graduate of St. Olaf College in Northfield, Minnesota, and an M.A. graduate of the University of Minnesota, Mrs. Ladu has also studied at the University of Grenoble in France and at the National University in Mexico. In 1951-52 she served as an exchange teacher at the Lyceé de Jeunes Filles in Bordeaux, France. During the past summer, Mrs. Ladu also studied in Europe.

In recent years, Mrs. Ladu has served as chairman of the foreign language committee in the Raleigh city schools, which has planned the curriculum for the junior high schools. She also prepared the manual used in teaching conversational French and Spanish in the junior high schools in Raleigh. In addition, she organized and directed the foreign language program in the Raleigh elementary schools from 1956 to 1960. In 1958, Mrs. Ladu was selected to write "A Guide to Curriculum Study, Foreign Language" for the State Curriculum Study. This manual, with its comprehensive bibliography, is in wide use throughout North Carolina. Mrs. Ladu has also served as coordinator for TV programs on the teaching of modern foreign language over WUNC-TV. During the summer of 1959, she worked as consultant with the Department of Public Instruction in developing guidelines for the improved teaching of modern foreign languages in the State.

In her new position, Mrs. Ladu will be responsible for developing materials

at the State level for the improvement of teaching modern foreign languages; and for consulting with local school systems throughout the State on better ways of teaching.

"Her intimate knowledge of foreign languages (Mrs. Ladu speaks five foreign languages fluently); her skill as a teacher and as a supervisor; her familiarity with electronic classrooms and language laboratories; and her acknowledged leadership as an educator in North Carolina and in the nation, make Mrs. Ladu a most valuable addition to the staff of the Department of Public Instruction," declared Dr. Carroll.

Evelyn Vandiver

Evelyn Vandiver, a native of Colorado, joined the division of instructional services September 1 as assistant supervisor in foreign languages, a position made possible through State participation in the National Defense Education program. Before joining the Department, Miss Vandiver taught French and Spanish in the East Mecklenburg High School, Charlotte. Prior to this, she was a teacher of French and Spanish at Salem Academy for four years.

Miss Vandiver received her bachelor's degree from Duke University and her master's degree from the University of North Carolina. She has done additional graduate study at the University of North Carolina, the University of Paris, the University of Toulouse, and the University of Miami.

Johnny M. Shaver

Johnny M. Shaver, a native of Buncombe County, and since 1959 director of audio-visual education and instructional supplies for the Asheville City Schools, joined the Department of Public Instruction August 1 as assistant supervisor in audio-visual education.

Mr. Shaver received his bachelor's degree at Lincoln Memorial University and his master's degree at Western Carolina College. Before assuming duties as director of audio-visual education in the Asheville schools, he was teacher of driver education in the Lee Edwards High School and a member of the coaching staff; and prior to this, an eighth-grade teacher in the Swannanoa Elementary School, Buncombe County.

"Mr. Shaver's success in Asheville with the system-wide audio-visual program makes him a most useful addition to the State Department," declared Paul Flynn, supervisor in audio-visual education.

Mrs. Margaret E. McDevitt

Mrs. Margaret Elizabeth McDevitt, teacher of mathematics in the Lee Edwards High School in Asheville, joined the division of instructional services as educational supervisor in mathematics as of September 1. Mrs. McDevitt will work in conjunction with Annie John Williams, also supervisor in mathematics. In Asheville, Mrs. McDevitt was not only teacher of mathematics, but also adviser for the student government association.

She received her undergraduate degree from Maryville College and her Master of Education degree from the University of North Carolina. Mrs. McDevitt has done additional work at Woman's College, Western Carolina College, and Appalachian State Teachers College.

Prior to her position in Asheville, Mrs. McDevitt worked in the Buncombe County and Madison County schools.

Emily Stewart Boyce

Emily Stewart Boyce, a native of Northampton County, with a bachelor's degree and a master's degree from East Carolina College, joined the division of instructional services August 1 as associate supervisor in library services for the school year 1961-62. She replaces temporarily Miss Mary Frances Kemmon, who is on leave of absence with the American Library Association. "In this position Miss Boyce will serve as a consultant in schools throughout the State in their efforts to build effective library programs," declared Cora Paul Bomar, library supervisor for the State Department.

Prior to coming to Raleigh, Miss Boyce had served as librarian in the Tileston Junior High School in Wilmington, as children's librarian in the Wilmington Public Library, and as assistant cataloger and instructor in the library science department at East Carolina College.

Nedra Virginia Mitchell

Nedra Virginia Mitchell, formerly consultant in elementary education for Holt, Rinehart & Winston Company, joined the division of instructional services September 1. Miss Mitchell replaces Patsy Montagne, who recently resigned to accept a teaching position in Lenoir Rhyne College.

Miss Mitchell received her undergraduate training at the University of Georgia in social studies; her Master of Education degree from Emory University in elementary education. In addition, she has pursued special graduate courses and has participated in numerous workshops.

As an elementary consultant for Holt, Rinehart & Winston Company, she worked with elementary schools and with colleges in eight Southern states. Prior to this, she was a junior Red Cross consultant with the American National Red Cross; and preceding this, she was an elementary teacher in Florida and Georgia.

Carroll W. Smith

Carroll W. Smith, formerly instructor of industrial arts at East Carolina College, became associated with the Department of Public Instruction in the division of instructional services September 1. His responsibilities will include efforts to improve the teaching of industrial arts throughout the State.

Prior to his position at ECC, Mr. Smith was graduate assistant to Dr. Ivan Hostetler, head of the industrial arts department at North Carolina State College. Previously, he had been a teacher of industrial arts in the Laurinburg city schools and in the Mecklenburg County schools.

Smith received his B.S. degree from Clemson College in industrial education and his Master of Industrial Arts from North Carolina State College. He has done additional work at the University of Maryland.

Dr. Melvin Lee Good

Dr. Melvin Lee Good, consultant in music education, joined the staff of the Department of Public Instruction July 1, after completing his doctorate in music education at the University of Virginia, where he was graduate assistant in music education. Prior to this graduate work, Dr. Good had taught elementary band, high school band, and elementary classroom music in Westmoreland County, Virginia.

A native of Roanoke, Dr. Good attended high school in Salem, Virginia; received his Bachelor of Music Education degree from Shenandoah Conservatory of Music in 1953; and was awarded his Master of Music degree from Northwestern University in 1954.

Following this, he served as a member of the 101st Airborne Division Band at Fort Jackson, S. C. In Heidelberg, Germany, he was woodwind

soloist with the 33rd Army Band and dance band.

"Dr. Good's excellent preparation, plus his superior professional experiences, eminently qualify him for his responsibilities in North Carolina," declared Arnold Hoffmann, supervisor of music education.

Samuel S. Ranzino

Samuel S. Ranzino, a native of Gary, Indiana, joined the Department of Public Instruction July 10 as consultant in driver and safety education. Prior to coming to Raleigh, Mr. Ranzino was a teacher, director of physical education, director of athletics, and coach in Frankford, Indiana, from 1958 to 1961. Previously, he was associated with the North Carolina Department of Motor Vehicles as trainer for school bus drivers. He also assisted with driver improvement clinics and other traffic safety activities.

Mr. Ranzino holds a B.S. degree from North Carolina State College and a Master of Education degree from the University of North Carolina. He has engaged in additional studies at the Institute of Government in Chapel Hill and at Purdue University.

For two years Mr. Ranzino served as first lieutenant in the Korean conflict. Educators with whom he will work will remember him as All-American basketball player at State College in the early fifties.

Samuel C. Stell

Samuel C. Stell, educational supervisor for the non-public schools of North Carolina, began his duties with the Department of Public Instruction on September 1. Prior to accepting this position, Mr. Stell was director of student teaching at Atlantic Christian College; and previous to this, he was a part-time instructor in the Department of Education at Duke University, where he also supervised student teachers. Preceding this, he was a teacher and coach in the Winston-Salem and in the Pitt County schools.

Mr. Stell received his B.S. degree from East Carolina College in social studies and his master's degree in education from East Carolina College. He has completed two years of his doctorate at Duke University. His doctoral program of study has been in supervision and curriculum.

In his new position, Mr. Stell will visit non-public schools to work with administrators in the area of school standards. He will assist such schools in self-evaluation studies and will assume a leadership role in the develop-

State Board Adopts New Reading Texts

New reading textbooks for use in grades 1-3 of the public schools of the State were adopted by the State Board of Education at a meeting held August 3.

Two series of texts were adopted, one published by Ginn and Company and the other by Scott, Foresman and Company. The new adoptions replace two series for which contracts have expired, published by Row, Peterson and Company and Scott, Foresman and Company.

The Ginn Basic Readers, revised edition, were adopted at the following State retail prices:

Pre-primer 1—My Little Red	
Story Book .....	.59
Pre-primer 2—My Little Green	
Story Book .....	.59
Pre-primer 3—My Little Blue	
Story Book .....	.62
Primer—The Little White	
House	1.48
Grade 1—On Cherry Street	1.73
Grade 2, Level 1—We	
are Neighbors	1.76
Grade 2, Level 2—Around	
the Corner	1.76
Grade 3, Level 1—Finding	
New Neighbors	1.93
Grade 3, Level 2—Friends	
Far and Near	1.93

Scott, Foresman's The New Basic Readers: Curriculum Foundation Series were adopted at these prices:

Pre-primer 1—The New	
We Look and See .....	.52
Pre-primer 2—The New	
We Work and Play .....	.55
Pre-primer 3—The New	
We Come and Go .....	.55
Primer—The New Fun	
with Dick and Jane	1.38
Grade 1—The New Our	
New Friends	1.48
Grade 2, Level 1—The New	
Friends and Neighbors	1.66
Grade 2, Level 2—The New	
More Friends and	
Neighbors	1.66
Grade 3, Level 1—The New	
Streets and Roads	1.83
Grade 3, Level 2—The New	
More Streets and Roads	1.83

ment of standards for the accreditation of schools. He will administer the State program of approval and accreditation of non-public schools.

State School Facts

State's Higher Institutions Conferred 10,967 Earned Degrees In 1959

North Carolina colleges and universities conferred 10,967 earned degrees—bachelor's, master's and doctor's—in 1959, according to figures released recently by the U. S. Office of Education.

This number was 774, or 7.7 per cent, larger than for the year 1958. From 1957 to 1959 the increase in total degrees conferred totaled 1,515, or 16 per cent. Number of degrees earned and conferred on men increased 20.3 per cent during this 2-year period—

from 5,577 to 6,708. The number of such degrees conferred on women during this same period increased only 10 per cent—from 3,875 to 4,259.

The following table shows by type of degrees and sex the number of degrees conferred by North Carolina institutions in 1959, a comparison with 1957 as to number of degrees conferred, and totals as to sex for 1957, 1958 and 1959. Certain percentage figures are also included in this table.

	Men	Women	Total 1959	Total 1957	Increase	%
Bachelor's and 1st Professional	5,754	3,670	9,424	8,148	1,276	15.7
Master's and other second level	784	567	1,351	1,111	240	21.6
Doctor's	170	22	192	193	-1	-5
Total, 1959	6,708	4,259	10,967	9,452	1,515	16.0
Total, 1958	6,291	3,902	10,193	9,452	741	7.8
Total, 1957	5,577	3,875	9,452			
2-year Increase	1,131	384	1,515			
% Increase	20.3	10.0	16.0			

It will be noted that in 1959 there were 1,276 more bachelor's degrees, 240 more master's degrees, and one less doctor's degree conferred than in 1957.

The percentage increase in number of master's degrees conferred from 1957 to 1959 was greater at 21.6 per cent than that of bachelor's degrees which increased 15.7 per cent.

Table 1

This table shows the number of de-

each North Carolina institution. The institutions are grouped as to race and as to whether public or non-public.

White Public. In this group more bachelor's degrees were awarded by each institution in 1959 than in 1958 except Western Carolina. And more master's degrees by each of these institutions in 1959 than in 1958 except Woman's College and Western College. In the seven institutions as a group

ceding year; but in the case of doctor's degrees, awarded only by State College and the University, there were 29 more awarded in 1959 than in 1958 and two fewer than in 1957.

Negro Public. Fewer bachelor's degrees were awarded in 1959 than in 1958 by each of the five institutions in this group except A. and T. College which had an increase of three. A. and T. awarded four fewer master's degrees. Only one doctor's degree was awarded, this one by N. C. College at Durham. As a whole, 77 fewer bachelor's degrees were awarded by the five institutions in this group in 1959 than in 1958. Seven more master's degrees were conferred by these institutions in 1959 than in 1958 and 84 more than in 1957.

White Non-Public. Each of the 19 institutions in this group conferred more bachelor's degrees in 1959 than in 1958 except Flora MacDonald, Greensboro and Meredith, and these three altogether conferred only nine fewer than they did in 1958. Master's degrees were conferred by Duke, three more than in 1958; Southeastern, eight each year; and Wake Forest, two in 1958 and three in 1959. Only Duke in this group conferred doctor's degrees—64 in 1957, 66 in 1958, and 65 in 1959.

II. EARNED DEGREES CONFERRED BY NORTH CAROLINA INSTITUTIONS OF HIGHER LEARNING BY FIELD OF STUDY, 1957-59

Field	White and Indian	Negro	Total
Bachelor's	8,148	1,276	9,424
Master's	1,111	240	1,351
Doctor's	193	-1	192
Total	9,452	1,515	10,967
2-year Increase	741		
% Increase	7.8		

Negro Non-Public. Five of the six institutions in this group conferred more bachelor's degrees in 1959 than in 1958. Only Shaw conferred a fewer number, 23, in 1959 than in 1958. The group as a whole conferred one more degree in 1959 than in 1958 and 22 fewer than in 1957. No master's or doctor's degrees were awarded by these institutions.

TABLE II

This table shows the fields of study in which the 10,967 degrees were awarded in 1958-59 by degree and race, together with a comparison of total degrees by field for the three years 1958-59, 1957-58 and 1956-57.

Of the degrees conferred in 1958-59, 30.4 per cent were in the field of education. This was a decrease from 31.4 per cent in 1957-58 and 35.2 per cent in 1956-57.

Next in order in number of degrees by fields was in social sciences with 1,584 in 1958-59, 1,526 in 1957-58 and 1,225 in 1956-57. The only other field in which more than a 1,000 degrees were conferred was business and commerce, which had 1,006 degrees in 1958-59.

Institution	1957	1958	1959	1957	1958	1959	1957	1958	1959
White Public:									
Appalachian	322	405	408	173	148	158	.....	.....	.....
East Carolina	507	634	744	100	127	158	.....	.....	.....
Pembroke (Ind.)	35	38	56	.....	.....	.....	.....	.....	.....
State College	748	808	1,022	123	108	123	34	24	36
University	1,293	1,403	1,492	351	407	412	94	73	90
Woman's College	402	341	446	80	93	89	.....	.....	.....
Western Carolina	195	259	217	57	58	55	.....	.....	.....
Total	3,502	3,948	4,385	884	941	995	128	97	126
Negro Public:									
A. and T. College	279	279	282	111	121	117	.....	.....	.....
Elizabeth City	77	77	70	.....	.....	.....	.....	.....	.....
Fayetteville	113	129	120	.....	.....	.....	.....	.....	.....
N. C. College	308	261	240	29	96	107	1	.....	1
Winston-Salem	179	190	147	.....	.....	.....	.....	.....	.....
Total	956	936	859	140	217	224	1	.....	1
Total Public	4,458	4,884	5,244	1,024	1,158	1,219	129	97	127
White Non-Public:									
Atlantic Christian	142	159	226	.....	.....	.....	.....	.....	.....
Belmont Abbey	53	54	71	.....	.....	.....	.....	.....	.....
Catawba	156	143	154	.....	.....	.....	.....	.....	.....
Davidson	192	171	194	.....	.....	.....	.....	.....	.....
Duke	950	958	1,020	79	118	121	64	66	65
Elon	145	164	181	.....	.....	.....	.....	.....	.....
Flora MacDonald	57	61	60	.....	.....	.....	.....	.....	.....
Greensboro	70	64	60	.....	.....	.....	.....	.....	.....
Guilford	115	129	135	.....	.....	.....	.....	.....	.....
High Point	219	213	234	.....	.....	.....	.....	.....	.....
Lenoir Rhyme	191	235	238	.....	.....	.....	.....	.....	.....
Meredith	126	128	124	.....	.....	.....	.....	.....	.....
Montreat .....	.....	25	50	.....	.....	.....	.....	.....	.....
Pfeiffer	55	117	121	.....	.....	.....	.....	.....	.....
Piedmont Bible	68	75	88	.....	.....	.....	.....	.....	.....
Queens	60	47	71	.....	.....	.....	.....	.....	.....
Salem	105	112	132	8	8	8	.....	.....	.....
Southeastern	448	465	463	.....	.....	.....	.....	.....	.....
Wake Forest .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	3,152	3,345	3,664	87	128	132	64	66	65
Negro Non-Public:									
Barber-Scotia	29	35	48	.....	.....	.....	.....	.....	.....
Bennett	105	83	83	.....	.....	.....	.....	.....	.....
Johnson C. Smith	119	108	111	.....	.....	.....	.....	.....	.....
Livingstone	92	83	87	.....	.....	.....	.....	.....	.....
St. Augustine's	83	84	88	.....	.....	.....	.....	.....	.....
Shaw	110	122	99	.....	.....	.....	.....	.....	.....
Total	538	515	516	.....	.....	.....	.....	.....	.....
Total Non-Public	3,690	3,860	4,180	87	128	132	64	66	65
Total	8,189	1,000	178	1,421	1,421	1,79	.....	.....	.....

Staff in Vocational Education Augmented By Eleven New Members in Seven Areas

Eleven new professional staff members became associated with the division of vocational education within recent months: one in distributive education, two in agricultural technology education, one in agricultural administration, one in agricultural education, two in training aids, two in vocational home economics, and two in trade and industrial education.

Carl D. Whitehurst

Carl D. Whitehurst, a native of Greenville, joined the State Department of Public Instruction August 1 as assistant State supervisor for distributive education service. In this position he will work with T. Carl Brown, supervisor of distributive education.

Prior to accepting this position in the division of vocational education, Whitehurst was Western North Carolina supervisor and training specialist in distributive education. This position he had held since 1957 when he left Lee Edwards High School in Asheville, where he was coordinator of distributive education.

Whitehurst received his bachelor's degree in business education from East Carolina College and his master's degree in business administration from the University of North Carolina. Currently, he is president of the North Carolina Vocational Association.

John Henry Blackmon

John Henry Blackmon, native of Columbus County, also became a permanent member of the division of vocational education July 1 as consultant in agricultural technology education. He and Cleburn G. Dawson will be responsible for promoting agricultural activities in areas other than farming, according to Dr. Gerald James, director of the division of vocational education.

Blackmon received his undergraduate degree from North Carolina State College and also his master's degree. For nineteen years Blackmon taught vocational agriculture in Lillington, and for two years he was an instructor of tactics in the Armed Forces.

Cleburn G. Dawson

Cleburn Gilechrist Dawson became a permanent member of the division of vocational education July 1 as consultant in agricultural technology education.

A native of Sampson County, Dawson received his bachelor's degree and his master's degree from North Carolina State College. He has also done additional graduate work at NCS.

Work experiences include six years of teaching vocational agriculture in Wayne and Sampson counties, one year with the Farmers Home Administration, one year with the Federal Land Bank, and seven years as instructor with the Veterans Farmer Training program.

In this position, Dawson, along with John H. Blackmon, will be responsible for promoting agricultural activities in areas other than farming.

Dr. Harry G. Beard

Dr. Harry Geddies Beard, native of Cumberland County, joined the division of vocational education in the State Department July 15 as administrator in agricultural education. In this position Dr. Beard will coordinate the farmer education program and the agricultural technology program.

Prior to coming to the State Department, Dr. Beard taught in the School of Education at North Carolina State College. Before this he was superintendent of the Fremont schools, a principal in Wayne County, and a teacher of agriculture.

Dr. Beard received his bachelor's degree and his master's degree from North Carolina State College and his doctor's degree from Cornell University.

"In this new position, Dr. Beard will be able to bring renewed vitality and increased efficiency to many phases of the State's agricultural program," declared Dr. Gerald James, director of the division of vocational education.

Anthony J. Bevacqua

Anthony Joseph Bevacqua, a native of Pennsylvania, became associated with the division of vocational education February 1 as a curriculum specialist in mechanical technology. In this position, Bevacqua is assisting vocational instructors throughout the State and developing curriculum materials and teaching aids related to mechanical technology. He received both his bachelor's and his master's degrees from Eastern Kentucky State College.

Prior to joining the State Department of Public Instruction, Bevacqua was an instructor of metal trades in

Gastonia City schools from 1949 to 1960. During the last three years of his stay in Gastonia he was also supervisor of adult education.

Kenneth S. Herman, Jr.

Kenneth Shuford Herman, Jr., a native of Stanly County, joined the Department of Public Instruction in the division of vocational education July 1 as training aids specialist for the vocational materials laboratory.

Herman will be responsible for assisting vocational instructors throughout the State in the preparation, collecting, and utilization of various types of training aids. At a later date, it is expected that certain materials of this nature will be prepared in the central offices in Raleigh.

With a bachelor's degree from Florida Southern College, Herman has also done graduate work at the University of North Carolina. For eight years Herman was audio-visual training aids supervisor with the Military Air Transport Command in Palm Beach, and prior to this he had been an Air Force ROTC instructor at the University of Alabama. He is now retired from the Air Force.

Mrs. Ernestine H. Frazier

Mrs. Ernestine H. Frazier, with undergraduate and graduate degrees from the Woman's College of the University of North Carolina, joined the division of vocational education in the home economics section July 1 as assistant supervisor in home economics education.

Prior to her acceptance of this position, Mrs. Frazier had been an instructor in the department of home economics at Ohio Wesleyan University in Delaware, Ohio. Previously, she had taught vocational home economics for five years in the Durham and Goldsboro school systems, and had served as graduate assistant in the Woman's College for one year.

Mrs. Frazier, who succeeds Mrs. Faye T. Coleman Williams, will be responsible for the Statewide program for Future Homemakers.

Mrs. Helen Gertrude Curry

Mrs. Helen Gertrude Curry, teacher of vocational home economics in Morganton, joined the Division of Vocational Education August 1 as Assistant State Home Economics Supervisor. Mrs. Curry worked with the Department of Public Instruction during the month of January, but since that time has been working on her Master's degree in Home Economics Education.

Mrs. Curry received her B.S. degree in Home Economics from Salem College and has practically completed her master's degree at the Woman's College at the University of North Carolina.

Mrs. Curry has served as a Home Economics teacher in Morganton, as an Assistant Home Demonstration Agent in Raleigh, and later for six years as a Home Demonstration Agent, who worked primarily with 4-H Clubs and Home Demonstration Clubs.

Dewey A. Adams

Dewey A. Adams, formerly principal of the Pine Forest High School in Cumberland County, succeeded J. M. Osteen as district supervisor in vocational education, effective August 15. Mr. Osteen retired after 35 years with the State Department of Public Instruction.

Mr. Adams holds a bachelor's degree and a master's degree in agricultural education from North Carolina State College, and has completed further graduate study at the University of North Carolina. He has taught vocational agriculture in Johnson and Cumberland Counties.

Vincent C. Outland

Vincent C. Outland, assistant supervisor in trade and industrial education, became associated with the Department of Public Instruction February 1, 1961.

Prior to joining the division of vocational education, Mr. Outland had had successful professional experiences as an industrial engineer with National Carbon in Charlotte, an industrial engineer with the Celanese Corporation of America in Charlotte, as a plant superintendent with the Roberts Company in Sanford, and as assistant plant manager with Gordon Furniture Company in Asheville.

Mr. Outland received his bachelor's degree in industrial engineering from North Carolina State College in 1953 and is presently working toward his master's degree. He is currently a captain in the United States Air Force Reserve.

Paul K. Weatherly

Paul Kennedy Weatherly, Counselor-Coordinator of the Gastonia Industrial Education Center, joined the Division of Vocational Education August 1 as assistant State supervisor in trades and industries.

Mr. Weatherly received his B.S. and M.S. degrees from the University of Illinois. Prior to becoming State supervisor in the State Department of Public

Marvin Johnson Honored By N. C. Chapter of AIA

Marvin R. A. Johnson, design consultant in the division of school planning in the State Department of Public Instruction, was presented a distinguished service citation by the North Carolina Chapter of the American Institute of Architects at the annual meeting of school superintendents in Mars Hill, August 10. The award was presented by Leslie N. Boney, architect, of Wilmington.

The citation reads in part as follows: "During his ten years of service, the Division has evaluated and approved plans for schools valued at approximately one half billion dollars. These are better schools as a result of his efforts. A man of unusual architectural talent, he has demonstrated his skill by his keen insight and sound judgment, by his fine sense of values, by his encouragement of new and better approaches to design, by his special efforts in bringing architects and school personnel closer to an understanding of each other's problems, by his ability to evaluate fairly a difficult problem and to offer constructive criticisms with the budget and other limitations in mind at all times, and by his unselfish devotion to his large responsibility in spite of more lucrative private offers."

This citation continues: "Mr. Johnson and the Division of School Planning which he represents have set a high standard of excellence in performing their duty as a State agency. Mr. Johnson personally epitomizes the professional public servant at his best."

Congratulations to Mr. Johnson for his outstanding services to public education in North Carolina. His cohorts in the State Department and those with whom he has worked throughout the State recognize his special skills, his loyalty, and his humanity. Mr. Johnson thinks of buildings and facilities as one of many factors affecting the quality of education.

Instruction, he was a teacher and counselor in the Brunswick County Schools, a teacher and coach in the Columbus County Schools, and a director of guidance in the Gastonia City Schools. For four years he was a residential contractor in Champaign, Illinois. Prior to this, he was a combat pilot in the United States Air Force, where he served as a pilot instructor for two years.

Three New Staff Members Added To State Board

Three new staff members became associated with the State Board of Education since July 1: two in the division of auditing and accounting and one in the division of transportation.

David Glenn Olmsted

David Glenn Olmsted joined the division of auditing and accounting of the State Board of Education as an accountant on August 1. Mr. Olmsted received his B.S. degree in business administration with a major in accounting from the University of Alabama. In his position as accountant, he will work specifically on systems and procedures.

Prior to accepting this position with the Board of Education, Mr. Olmsted for five years was senior accountant with R. Glenn Snipes, CPA and Attorney in Asheville. He served for nine months as controller with the Lenoir Finance Company in Lenoir; and for four years he was an internal auditor with the North Carolina State Highway Commission.

William Edward Lyon

William Edward Lyon, with a B.S. degree in Commerce and a major in accounting from the University of North Carolina, became associated with the division of auditing and accounting as an accountant on July 1.

Mr. Lyon, a native of Pitt County, served as a bookkeeper (three years) with F. G. Henry & Co., New York City. For nearly ten years, he was an accountant with the Williford Plumbing and Heating Company in New Bern; and for a short period of time, he served as an accountant with the Aubrey Johnson Chevrolet Company in New Bern.

Dallas G. Whitford

Dallas Gilbert Whitford, a native of Edgecombe County, joined the division of transportation with the State Board of Education July 15 as bus route supervisor. He is an East Carolina College graduate and also received his Master's degree at ECC.

Before accepting his current position, Mr. Whitford had taught in Falkland, where he later became principal. He has also served as principal of Stokes Union School in Pitt County, Maury Union School in Greene County, and the Rockridge School in Pitt County.

Included in his work experiences is that of administrative assistant at Kings Business College.

Hoffmann Speaks To International Group On Instrumental Music; Tours Continent

Arnold Hoffmann, supervisor of music in the State Department of Public Instruction, presented a paper on "Instrumental Music in the United States" at the International Conference on Music Education in Vienna on June 23. This international gathering of music educators, sponsored by UNESCO, was attended by approximately 500 people. Mr. Hoffmann was accompanied by his wife, his son, Teddy, and his daughter, Rosemary.

Mr. Hoffmann, who presented his paper in German, was one of four American music educators to appear on the program. During the summer, the Hoffmann's camped out in Austria, France, Italy, Germany, Switzerland, Belgium, Holland, England, and Scotland. "This manner of living was not only economical; it gave us an opportunity to live close to the people, off the beaten tourist path," declared Hoffmann.

Since the Hoffmann's participated in the international student exchange program, through which foreign students lived in their home in Raleigh for brief periods of time, they were privileged to visit in the homes of some of their former houseguests. This they did in Switzerland, Holland, Germany, and England.

In commenting on the status of music education throughout the world, Mr. Hoffmann stated, "The United States definitely leads the world in music for the masses. In so many other situations, music in the schools is done through private instruction. In Russia," he stated, "pupils usually have not more than one period per week in music. In Holland, there is usually one period per week designed as a 'listening lesson,' with no singing; and in Germany, there is virtually no music in the rural schools."

Mr. Hoffmann is a member of the Secondary Education Committee of the American Council of Learning Societies and is the American adviser of arts. He is co-author of a new instrumental teaching method entitled "Bandsman" and has also published articles in numerous educational journals.

Mr. Hoffmann found the people of Europe uncertain but hopeful about international relationships. "It was obvious in many places that there is tremendous anxiety among the com-

Negro Vo-Ag Teachers Convene at A&T College

A meeting was held for Negro teachers of vocational agriculture at A and T College in Greensboro, July 10-14, with emphasis on "A New Day in Adult Education," as theme of the conference. Approximately 160 educators attended this conference.

Outstanding among the addresses of this conference were those by Dr. B. C. Webb, Acting Dean of the School of Agriculture, A and T College, who spoke on "Leadership in Adult Education"; C. E. Dean, Teacher-Trainer, A and T College, "Some Recent Trends in Agriculture"; T. T. Ringer, Principal of Nash Central School, "What a Principal Expects of a Vocational Agriculture Teacher"; and J. S. Stewart, Secretary-Treasurer of the Mutual Saving and Loan Association in Durham, "What a Business Man Expects of a Vocational Agriculture Teacher."

Dr. Gerald B. James, State Director of Vocational Agriculture Education; A. G. Bullard, State Supervisor; and Floyd Johnson, President of the National Vocational Teachers Association, York, South Carolina, also spoke to the participants in this conference.

Workshop committee reports were presented on the following topics: Horticulture and Landscaping, Use of Visual Aids in Teaching, Public Relations, Current Farm Management Problems, Securing Desirable Credit for Farmers, Improved Marketing of Farm Products.

During the conference a community development workshop was also held under the supervision of R. E. Jones, State Agent, Agricultural Extension, A and T College and John W. Crawford, in charge of Extension Community Development, Raleigh.

A recognition banquet was another highlight of the conference. At this time, Dr. John W. Davis, former president of West Virginia State College addressed the participants.

mon people; but they did not desire to talk about the possibility of war, since they have grown so accustomed to one crisis after another. Everywhere the people of Europe want peace."

Annual T & I Meeting Held For Negro Staff of State

With emphasis on the scope and mission of industrial education, the annual trade and industrial conference for Negro educators was held in the Williston Senior High School in Wilmington, August 16-18. H. B. Lucas served as conference expediter.

Program participants included members of the State Department of Public Instruction, local educators, and personnel from institutions of higher learning. Dallas Herring, chairman of the State Board of Education, was the principal speaker at the opening session of the conference.

Addresses were given by Floyd Gehres, teacher trainer in the department of industrial education, N. C. State College, on "Historical Foundation for Vocational Education"; Dr. Gerald James, director of vocational education in the State department on "My Belief About Vocational Education"; and James R. Taylor, assistant State supervisor in trade and industrial education at A and T College on "Conference Objectives and Some Basic Concerns of Industrial Education."

State reports and records were discussed by C. M. Hamilton, State supervisor, who, also, later in the conference, discussed, "The Scope and Mission of Trade and Industrial Education." C. D. Bates, State supervisor, addressed the conference on "What the State Expects of Local Programs" and A. Wade Martin, State administrator for industrial education, spoke on "Progress and Problems in Industrial Education."

"Making Use of Audio-Visual Materials" was discussed by A. H. Peeler, principal of the J. C. Price Junior High School in Greensboro.

Discussion groups centered their thinking around the following topics: "How to Keep the School and Community Informed of Industrial Education Activities," "How to Keep Abreast of Recent Developments in Industrial Education," and "Development, Selection, and Use of Teaching Materials." The committee chairman responsible for planning the program included Dr. William H. Wagoner, Superintendent of the New Hanover County Schools; G. H. West, Trade and Industrial Director, Wilmington City Schools; B. T. Washington, W. D. Bryant, C. L. McClain, Mrs. I. D. Mack, C. A. McBroom, and C. M. Haithman.

Veteran Educator Leaves Higher Board; Dr. Howard R. Boozer Succeeds Hillman

Dr. James E. Hillman, former director of the division of professional services in the State Department of Public Instruction and more recently assistant director of the State Board of Higher Education, retired from his position September 1 after approximately forty years of active service in behalf of education in North Carolina. Hillman will be succeeded by Dr. Howard R. Boozer.

Dr. Hillman joined the State Department in 1923 after teaching in a rural school and after serving on the faculty of Appalachian State Teachers College. During his association with the Department, Dr. Hillman gained a national reputation for his efforts to improve teacher certification. Since 1934 he has been secretary-treasurer of the North Carolina College Conference, except during 1959-60, when he was president of the organization. "Through the leadership of this organization outstanding progress has been made in teacher certification," declared Dr. Hillman.

"Perhaps the two factors which stand out most vividly in reviewing my association with the Department are these: In the first place, progress in improving teacher certification has been gradual and constant; and, in the second place, the democratic process was employed over the years in seeking to raise standards. For example, when I came to the Department in 1923, a teaching certificate could be issued to one having two years of high school preparation or to one who successfully passed a certifying examination. By 1939, four years of college was required for the elementary certificate."

Dr. Hillman attended Berea College in Kentucky for two years, after which he enrolled in Peabody College from which he received his B.S., M.A., and Ph.D. degrees.

During his association with the State Board of Higher Education, Dr. Hillman received Statewide attention for directing a study of the teacher training programs in North Carolina. He also headed a detailed study of the State's community college program.

In commenting on Hillman's retirement, Dr. Harris Purks, director of the State Board of Higher Education, stated: "Dr. Hillman's long experience, his wisdom, and his many close con-

tacts with the teaching profession have been of great value to the State and to the Board of Higher Education. In particular, his leadership in promoting the cooperative teacher education study of North Carolina colleges has provided the background and the mechanism for an essential phase of the development of quality education in our State."

Dr. Howard R. Boozer, a staff member of the American Council on Education in Washington, has been selected to succeed Dr. Hillman. Dr. Boozer, a native of Kentucky, was graduated from Howard College in Birmingham, and received his M.A. and doctorate degrees from Washington University in St. Louis. In his seven years on the staff of the American Council on Education, he has worked with committees studying educational policies and problems, instruction and evaluation, and teacher education.

Conference on Newer Media of Instruction Attracts 300 in Regional Meets at UNC

"Better Teaching Through Effective Use of the Newer Media of Instruction" served as the theme of a Southeastern conference held in Chapel Hill, June 20-22. More than 300 educators and prospective educators attended this three-day conclave, which, in reality, was a substitute for the University's annual School Week.

The conference was sponsored by the North Carolina Advisory Committee on the Newer Media of Instruction in cooperation with the School of Education of the UNC. Outstanding addresses, demonstrations, and one symposium featured this timely conference.

Visiting lecturers included Lawrence M. Stolurow, professor of psychology, University of Illinois, who spoke on "Principles of Learning and the Newer Media of Instruction in Perspective"; Harold Wigren of the NEA in Washington, "Opportunities for Learning Via Television"; Mary Scott, department of elementary school principals, NEA, "Newer Media of Instruction in Elementary Education"; and Edward R. Rushton, superintendent of schools, Roanoke, Va., "Experiments in Programmed Learning."

Other addresses included those by Walter Stone, U. S. Office of Educa-

Mathematics Newsletter To Be Issued by SDPI

The first mathematics newsletter issued by the State Department of Public Instruction was distributed in May 1961 by Annie John Williams, supervisor for the State in the area of mathematics. The two-page newsletter contained items of general interest to math teachers, including important dates to remember during the summer.

Textbooks for special experimental courses were discussed in this initial volume, along with certain aspects of the National Defense Education Act, with particular stress on purchasing agreements.

According to Miss Williams, this newsletter will be issued hereafter on a regular periodic basis, though the exact number of issues per year has not been determined.

This publication is comparable in nature and purpose to others issued regularly by the Department in the area of library, food, guidance, health, and other services.

tion, "Development of the Newer Media — A National View"; Herbert Schuler, professor of education, Hunter College, New York, "The Use of TV in Teacher Appraisal"; and Theodore Conant, consultant for the Fund for the Advancement of Education, Ford Foundation, "The Newer Media in Education—A Look Ahead."

"Practitioners Look at the Newer Media," the theme of the conference's symposium, included the following educators; Dr. A. Craig Phillips, Winston-Salem; Mrs. Cecil Cook, Durham; Mrs. Lucy Guthrie, Raleigh; Nile Hunt, Raleigh; Edward W. Rushton, Roanoke, Va.

Demonstrations of "new methods for old media" were presented by Paul S. Flynn, Department of Public Instruction; James W. Carruth, Fayetteville; Arnold R. Medlin, Greensboro; and J. M. Shaver, formerly of Asheville, now with the State Department.

Other program participants included Dr. Arnold Perry, Dr. Donald G. Tardbet, Jessie I. Baxter, Charles Milner, Dr. Lloyd Y. Thayer, E. L. Phillips, J. J. Lentz, and Dr. Neill Rosser, of the UNC, who served as conference coordinator.

Area Conferences for School Principals To Discuss Accreditation Standards

More than 1500 principals are expected to attend regional administrative conferences planned for early October by the State Department of Public Instruction, according to Superintendent Charles F. Carroll. The exact dates and places for these meetings will be announced later.

The agenda for each of these conferences will include two major topics: standards for accreditation and a study of the new preliminary reports, according to Joe L. Cashwell, coordinator of this year's project.

For more than a year concerted effort of State Department personnel and representatives from the field has been made to formulate State accreditation standards for elementary schools, junior high schools, and senior high

schools. These standards and accompanying checklists will be in tentative, experimental form and ready for distribution and explanation at these regional meetings.

Possibilities for effective use of the new preliminary principals' reports will be discussed at each of these meetings. "It is possible," declared Cashwell, "that several small items of discussion will also be included on the agenda for these conferences; but every effort will be made to keep this year's conferences from being too full and crowded."

Tentative plans call for teams of State Department personnel to work with several regional meetings simultaneously, rather than extend these meetings over a longer period of time.

More Births: More Pupils

More births this year indicate more first graders in 1967.

Births in North Carolina during the first six months of 1961 exceeded the number for the same months in 1960 by 1,523, according to figures released by the State Board of Health. Based on these figures the increase in first grade enrollment in 1967 will be 3,000 above the preceding year's first grade enrollment. And if this increase is typical for a year, the first grade enrollment of 1967 will be 18,000 greater than the number who will enroll this fall.

State Department Members Attend Southern Workshop

Five members of the State Department of Public Instruction attended the Southern States Work Conference held in Daytona Beach, June 5-9. These included Dr. J. P. Freeman, director, division of professional services; James Dunlap, consultant, testing and pupil classification; Dr. W. J. Scott, formerly executive director of committee appointed to study teacher evaluation, rating, and certification—now principal of High Point Senior High School; Joe Cashwell, supervisor of supervision and curriculum in the division of instructional services; and Wade Martin, supervisor of trade and industrial education in the division of vocational education. Each of these participants worked on special study groups and commissions.

Dr. Roland R. Morgan of Mooresville city schools presented a report on growth and progress in the North Carolina schools during the past year. He cited areas in which definite progress had been made during the past twelve months: conferences and workshops, publications, teaching aids, new positions at the State Level, NDEA activities, legislative commissions, Statewide Curriculum Study, efforts to secure State funds for education, and industrial techniques.

Other North Carolinians attending this conference included: Lois Lambie, Fayetteville; Kenneth L. Johnson, North Central Teachers' Association representative; Grace Hager, President, Classroom Teachers' Association; Dr. Willard S. Swiers, Fayetteville; Dr. I. E. Ready, Raleigh; Mrs. Ruth L. McRackan, Durham; Mrs. Nellie Gray McFarland, Durham; E. L. Phillips, Durham; and Mrs. Clara H. Stewart, Halifax.

1961 - 62 Television Schedule

Listed below is a schedule of the availability of television courses for the 1961-62 school year. All four courses will originate from WUNC-TV, Channel 4. Several commercial stations have agreed to continue re-broadcasting some of the courses, thus making them available to most schools in the State.

U. S. History
9:00-9:30, Monday-Friday

WUNC-TV, Channel 4, Chapel Hill
WECT, Channel 6, Wilmington
WITN, Channel 7, Washington
WSJS-TV, Channel 12, Winston-Salem
WBTV, Channel 3, Charlotte

Physical Science
9:30-10:00, Monday-Friday

WUNC-TV, Channel 4, Chapel Hill
WECT, Channel 6, Wilmington
WNCT, Channel 9, Greenville
WSJS-TV, Channel 12, Winston-Salem
WSOC-TV, Channel 9, Charlotte

World History
10:00-10:30, Monday-Friday

WUNC-TV, Channel 4, Chapel Hill

8th Grade Mathematics
10:30-11:00, Monday-Friday

WUNC-TV, Channel 4, Chapel Hill

The television broadcasts began Tuesday, September 5, 1961, and will continue through Friday, May 25, 1962. There will be no television lessons on Thursday and Friday, November 23 and 24, due to Thanksgiving holidays. The last day of broadcast before Christmas vacation will be Friday, December 15, and television lessons will begin again on Tuesday, January 2, 1962. There will be no telecasts on Friday, April 20, and Monday, April 23, due to the Easter holidays.

The Attorney General Rules . . .

Assignment of Pupils

In reply to your recent inquiry: I refer to your letter to Dr. Carroll, dated July 11, 1961.

It appears that for many years pupils from County have attended County Schools and some pupils from County have attended County Schools. This has been done without objection. County has now assigned all County children to County Schools but the parents of some of the children who have been attending County Schools desire to continue this practice.

You inquire what your position should be if a family rents rooms in and spends a night or two each week there and spends the rest of the time at their County home. You also inquire as to your responsibility if children have been assigned to County Schools and present themselves at one of your schools for enrollment.

First of all, I think that each school administrative unit has control and the right of assignment of the pupils that reside within the attendance areas or districts within the jurisdiction of such administrative unit. I think this is clearly stated under G. S. 115-163. The second proviso of this section permits pupils residing in one administrative unit to be assigned to another administrative unit if the governing authority of each of the administrative units agrees upon the terms and conditions in writing and enter these agreements on the official records of each board. You will also find that under G. S. 115-176 the same provision is made where children are transferred from one administrative unit to another. I think I am, therefore, compelled to advise you that you have no authority to accept and enroll children from County unless the boards of the two counties have made the necessary statutory agreement.

As to a family renting rooms in and spending a night or two a week at such location, this is plainly a subterfuge, and, of course, is not the real residence and home of the parents. Such an arrangement would not entitle the County children to enroll in the County Schools. —Attorney General, July 17, 1961.

Time To Ask For Reassignment

In reply to your recent inquiry: On July 18, 1961 you sent me a copy of letter from Superintendent of City Schools, with request that I reply to same with copy to you.

You will recall that I talked to you about this matter in view of the fact that I did not understand the situation. As a result and at your request Superintendent came to my office and we reached an agreement on the matters presented in his letter. The primary question was the time of asking for reassignment, under the statute, after a school became integrated. In a previous conversation you and myself reached the conclusion that the time to ask for a reassignment, under such condition, did not accrue until the school reached the status where a child of another race actually attended the school. In this connection G. S. 115-166 and G. S. 115-278 point up the situation in mind.

Unless the Superintendent needs a written ruling from this office I will consider the matter closed.—Attorney General, August 1, 1961.

Double Office Holding

In reply to your recent inquiry: You write me that a member of your Board of Education has been made Chief of a rural fire department which operates on a volunteer basis. You would like to know if this violates the principle of what is generally referred to as double office holding which is prohibited by Article XIV, Section 7 of the Constitution of North Carolina.

For some time this office has been of the opinion that the chief of a fire department (volunteer or otherwise) is a public officer. I do not discuss at this time distinctions or legal indicia whereby we arrive at the conclusion that a person is an officer or that he has the status of employee. We think we are following cases of the Supreme Court which discuss these matters in legal detail. Of course a member of a County or City Board of Education is a public officer.

The member who is chief of the fire department should submit his resignation. If he will not then you should pass a resolution and declare that his

position is vacant. Since the General Assembly is now in session I would suggest that you have your Representative amend the omnibus bill and appoint another member for your county. —Attorney General, April 18, 1961.

Student Who Has Graduated May Continue In School 'Til 21 Years of Age

In reply to your recent inquiry: You state that one of your students graduated from High School this spring and was given a regular diploma. He now finds that he wants to go to a certain college and because of entrance requirements he needs two more units to be accepted in this college. He has requested permission to enter your high school again this fall and take these two units of work during your 1961-1962 School Year. He is 19 years old.

In view of the fact that this man has completed 16 units of work and has received his high school diploma you inquire if he may again return to your high school this fall and complete these two subjects and thus acquire two additional units.

You refer to G. S. 115-163 which provides in substance that pupils residing in a school district or attendance area and who have not completed the prescribed course for graduation in the high school are entitled, as a matter of right, to attend the schools in the district or attendance area where they reside. The preceding section fixed the beginning date, or age, which requirement is that pupils must have passed the sixth anniversary of their birth before October 1st of the year in which they enroll. Some of this may have been changed by regulation of the State Board of Education. The State Compulsory Attendance Law (Article 20 of Chapter 115 of the General Statutes) requires compulsory attendance for all pupils between the ages of seven and sixteen years.

All of the above statutes deal with matters technically fixed by the School Statutes. I find, however, that Article IX, Sec. 2 of the Constitution, provides that there shall be established by taxation a general and uniform system of public schools "Wherein tuition shall be free of charge to all children of the

(See page 16)

LOOKING BACK

Five Years Ago

(N. C. Public School Bulletin, September, 1956)

A. G. Bullard, assistant supervisor of agriculture, succeeded **A. L. Teachey** as State supervisor of agriculture, August 1, 1956.

Dr. Allan S. Hulburt, Assistant State Superintendent in Instruction for the State Department, assumed duties at Duke University September 1 as professor of education in the Duke Department of Education.

Ten Years Ago

(N. C. Public School Bulletin, September, 1951)

Members added to State Department staff within recent months:

Cora Paul Bomar as State School Library Supervisor, replacing **Eloise Camp** who resigned several months ago following her marriage.

Daphne Eller as Assistant State Supervisor of Home Economics Education in the Division of Vocational Education.

Patsy Montague as Associate in Division of Instructional Service.

Boyce M. Morrison as Field Representative with the Division of School Planning.

Helen Stuart as State Supervisor of Health and Physical Education in the Division of School Health and Physical Education.

Fifteen Years Ago

(N. C. Public School Bulletin, September, 1946)

Dr. Amos Abrams, Chairman of the Department of English at Appalachian State Teachers College, Boone has been appointed to the staff of the North Carolina Education Association as Associate Editor of *North Carolina Education* and Director of Research.

J. Warren Smith, Assistant Director of Vocational Education for the past year, has been appointed to succeed **T. E. Browne**, State Director, who retired on September 1.

Twenty Years Ago

(N. C. Public School Bulletin, September, 1941)

During the summer, **Mrs. Elizabeth Morriss** resigned as Director of the Division of Adult Education, and was succeeded by **J. E. Miller**, principal of the John Small School in Washington.

The fifth annual North Carolina Conference of Superintendents met this year at Nags Head on July 31-August 2.

Governor Appoints New Board Member

John M. Reynolds, Asheville business man, was named by Governor Sanford last April as a new member of the State Board of Education. He replaces **Gerald Cowan**, also of Asheville, on the 13-member board.

Reappointed to the Board at the same time were chairman **Dallas Herring** of Rose Hill and **Guy B. Phillips** of Chapel Hill. All three appointments were for eight-year terms.

Reynolds, 43, has been active in education in Buncombe County, serving as chairman of the local Better Schools Committee and directing campaigns in the vote for a \$2.5 million bond issue for the public schools. He is a graduate of Wofford College.

Herring has been chairman of the Board since 1957, having been appointed in 1955 by Governor **Hodges**. He is also a member of the State Board of Higher Education. He had served as Duplin County school board chairman.

Phillips, with long experience as a public school superintendent, went to the University in 1936 where he became dean of the School of Education. He retired in 1954. He was organizer of the State School Boards Association in 1937. He was named to fill a vacancy on the State Board of Education in 1958 by Governor **Hodges**.

ATTORNEY GENERAL RULES

(Continued from page 15)

State between the ages of *six and twenty-one years*." (Emphasis ours) You will find under G. S. 115-1 that it is again stated that the public schools are open, without tuition charge, "to all children of the State between the ages of six and twenty-one years", and to every person under 21-years of age, or over, who has not completed a standard high school course of study, or who desires to study the vocational subjects taught in such school.

I reach the conclusion, therefore, that the public schools are still available to this young man who is only 19 years of age and that if you have the room and facilities you should accept him as a student for these extra units. It could well be that if you were crowded the pupils required to attend under the Compulsory Attendance Law would have priority but you do not state that this condition exists.—Attorney General, July 21, 1961.

MAKING TODAY'S NEWS

Onslow—The new modern Bell Fork School for Negro elementary pupils is nearing completion and officials hope to put its 12 classrooms into use by opening of the fall term—August 25. *Daily News*, August 9.

Raleigh—With the 22 per cent teacher salary increase, Raleigh City Schools have received a larger number of teacher applications this year than before. *Raleigh Times*, August 15.

Pamlico—In its August 1 meeting, the Pamlico County Board of Education adopted a resolution accepting the obligation to provide a program of quality education imposed by the recent session of the General Assembly. *The Sun-Journal* (New Bern), August 9.

Franklin—The Franklin County Board of Education took a big step forward in the so-called "Quality Education Program" last week in adopting a 180 day teaching schedule, requiring all teaching personnel to be in classrooms 15 minutes before and after school and outlawing solicitation of funds during the school hours. *Franklin Times*, August 8.

Durham—Durham's two Optimist Clubs in cooperation with the city and county school systems will launch a project next week aimed at getting more than 600 student "drop outs" back in school. *Durham Herald*, July 20.

Davidson—Davidson County's school buses will burn an estimated 116,000 gallons of gasoline during the coming school year as they travel about 715,000 miles. *Lexington Dispatch*, August 16.

Forsyth—Consolidation of the Winston-Salem and Forsyth school systems appears to be no closer to reality today than it was when the subject was seriously discussed some 15 years ago. *Winston-Salem Sentinel*, August 17.

Iredell—Iredell's 116 school buses are ready to go again after a three-month "vacation" spent at the Iredell County Bus Garage on Oakland Avenue in Southwest Statesville. *Mooreville Tribune*, August 17.

Guilford—The Guilford Industrial Education Center located one mile east of Jamestown on the Old Greensboro Road begins its third year operation Aug. 30. *High Point Enterprise*, August 12.

BULLETIN

OCTOBER, 1961

RALEIGH, NORTH CAROLINA

172 Administrative Units Participate In NDEA Program; \$4,643,476 Is Spent

During the fiscal year 1960-61 a total of 172 North Carolina county and city public school administrative units participated under the provisions of the National Defense Education Act, according to Carlton Fleetwood, coordinator of the Statewide program. During this period the public schools spent \$4,643,476.65 for the following purposes:

- to strengthen instruction in science, mathematics, and modern foreign languages
- to identify students with outstanding aptitudes and abilities under the testing program
- to provide guidance and counseling in the public secondary schools to encourage students to complete their secondary education in preparation for their entrance in institutions of higher education and/or meaningful occupations for which they are qualified

Half of this amount was furnished by local administrative units; the other half, through matching Federal funds available under the National Defense Education Act.

A major portion of this money was invested under Title III, whose main objective is the improvement of instruction in science, mathematics, and modern foreign languages. Under this program, 168 of the 173 county and city administrative units expended \$3,875,251.50, of which \$1,937,623.91 was reimbursed from Federal funds for acquisition of equipment and for minor remodeling of laboratory space.

An analysis of expenditures reveals that the three subject areas of Title III received the following percentages of the funds: science, \$2,995,978.99, or 77.3 per cent; mathematics, \$495,124.09, or 12.8 per cent; and modern foreign languages, \$384,148.42, or 9.9 per cent.

The use of newer methods of teaching modern foreign languages in the North Carolina public schools was accelerated during 1960-61. The channeling of \$384,148.42 in Federal and local funds into foreign language projects during the past year caused emphasis to be placed upon the audio-lingual method of learning languages

with special concentration on learning to speak the language being taught. Before the availability of NDEA funds, there were no formal language laboratories in the public schools of North Carolina. With the aid of NDEA funds, seventeen formal language laboratories, ten of which were acquired during 1960-61, have been installed in the North Carolina public schools. Many of the secondary and junior high schools have variations of the language laboratory which are less expensive and serve somewhat the same purpose for small enrollments in language programs as do language laboratories.

Although a smaller amount of money was invested under Title V(a), whose main purpose is to establish and maintain a testing program in secondary schools to identify students with outstanding aptitudes and abilities and a program of guidance and counseling in the public secondary schools, the NDEA staff, according to Fleetwood, feels that these expenditures have given considerable aid to school administrators in developing curricula to meet the needs of students. Under this program, 135 of the 173 county and city administrative units expended \$768,225.15, of which \$384,112.40 was reimbursed from Federal funds. Seventy-one of these administrative units participated in the guidance program with 136 full-time guidance counselors.

The school administrative units are making intensive studies of student dropouts, the reasons for these dropouts, and possible adjustments in the curriculum to cope with this problem. Preliminary studies indicate that there has been a considerable increase among students in the participating units who continue their education after having completed high school.

Geography Teachers Meet

National Council for Geographic Education is holding its Annual Meeting at the Benjamin Franklin Hotel, Philadelphia, Pennsylvania, November 24 and 25, 1961. Geography teachers—elementary, secondary, college—are urged to attend.

AECating Exhibit "Your Stake In The Atom"

North Carolina is the first State to be visited by the Atomic Energy Commission's newest traveling exhibit, "Your Stake in the Atom."

The National University Extension Association and the North Carolina Junior Chamber of Commerce is co-sponsoring the program which is now touring 12 cities in the State, including three fairs. The exhibit is free to the public and will remain in the selected communities for several days during a period which began August and will continue into December. An Exhibits Manager especially trained at the Oak Ridge Institute of Nuclear Studies in the field of atomic energy will travel with the exhibit.

The premier showing took place in Raleigh on August 31, 1961, and after seven days in Raleigh, the exhibit moved on to the following communities: Concord, Hickory, Asheville, Winston-Salem, Wilmington, Gastonia, Greensboro, Durham, Rocky Mount, Greenville, and Fayetteville.

"Your Stake in the Atom" is unique in its presentation of four exhibit units operating simultaneously within the community. One unit of the program is a large "Exhibidome" structure that houses 100 linear feet of animated and audience-participation exhibits, and features a spectacular, three-screen motion picture. A second unit will be scheduled at the high schools throughout the community with a 45-minute demonstration-lecture assembly program on atomic energy and new frontiers of science. The third unit will be placed in the local library and is especially designed to encourage reading in the field of science. The fourth program unit, a series of talks on nuclear energy at the layman's level, is given before civic clubs and community organizations by the Exhibits Manager. At such meetings, he will display meaningful visual aids that will be of interest to the group. All four of these program units in "Your Stake in the Atom" will form a combined effort to reach a greater number of residents of North Carolina with the story of atomic energy.

Superintendent Carroll Says . . .

(Excerpted questions from address to the NCEA Summer Leaders Conference, Mars Hill, August 7, 1961.)

What is the real function of the school? In other words, why do we have the public school?

What are the purposes of the school as an institution within the community as opposed to the purposes of other institutions, such as the home, the church, the recreation commission, and youth organization?

Are the schools attempting to do too much? Is the school succumbing to an unjustified number of pressures to undertake too many educational programs for too many people?

How can the school day be protected so that the utmost in worthwhile learning experience takes place. Should the school day be longer? What about the length of the school year?

What do we mean by the ever-recurring phrase "quality education"? Does this mean that each school shall have an identical program? What is the place of motivation in achieving quality education? What does teacher preparation have to do with quality education? To what degree are facilities important? How significant is community "climate" in achieving quality education? How do we know when we have quality education?

What should be taught in the public schools?

Who should determine what is taught?

How important are so-called "extra-curricular activities"?

Ultimately, the basic question in this area is: What is important and what is less important?

To what extent should television be used as a medium of instruction?

How shall we regard the numerous "teaching machines" which are now being introduced?

Under what conditions does learning take place?

Shall identical minimum standards be applied to all pupils, regardless of their varying abilities?

How many units of credit should be required for high school graduation?

What type of diploma should be awarded at graduation? Should there be one diploma for all pupils, or one type of diploma for those completing the college preparatory course, and another type of diploma for those completing the general, the commercial, and the vocational courses?

What constitutes a good school? What are the characteristics of a good school? Do these characteristics change? How does one know when a school is good? Achievement scores? Athletic victories? Number who enter college?

The answers to the foregoing questions and others like them are not automatic and certainly they cannot be standard. Indeed! I would beware of the person who, relying on his own wisdom alone, would dare to answer these questions with apparent finality. Nevertheless, I submit to you that finding the best answers to these questions is essential if we are to continue to move toward an educational potential. The search itself will keep us alert; and the ultimate result will be boys and girls better prepared to live full lives as individuals and as worthy members of a free society.

In seeking answers to all our questions pertaining to education, let us forever remember that the chief function of education is the welfare of all people. As our public schools strive to do the best by and with and for every individual, they must at the same time recognize their responsibilities to society in general and to our own democratic way of life in particular.

Democracy without education is a prologue to farce or tragedy — or both.—Madison.

An uninformed electorate is as dangerous to national survival as an enemy with an ICBM. — Dr. I. E. Ready.

Education is a part of life, not merely a preparation for it.—Educational Development and Research Institute

The best ideas are worthless unless they are expressed clearly and forcefully.—William Benton

One mark of an educated man—perhaps the most distinguishing mark—is his ability to use what he knows in new situations.—Theodore Yutema, Vice-president Ford Motor Co.

Schools cannot at this point be all things to all people.—Raleigh News and Observer

It's got so now you can't get a job walking dogs on Park Avenue unless you got a high school diploma.—Philadelphia attorney

We are already paying a high price for our failure to provide better education.—Ralph McGill

The purpose of education is for the continuous development of our highest intelligence. We now have the time to develop a civilization as brilliant as the Greeks and far more lasting.—Robert M. Hutchins

It has been fashionable to blame educators for every shortcoming of our schools, but educators cannot maintain standards of excellence in a community that cares more for a marching band and a winning basketball team than it does about teachers salaries. American education can be as good as the American people want it to be, and no better.—John W. Gardner, president of the Carnegie Foundation for the Advancement of Teaching.

MUCH IS BEING DONE

Much is being done in North Carolina to raise the quality of instruction within the classroom; and school officials, school board members, teachers and parent-teacher associations should take positive action in seeing that the public is aware of these efforts. It is not enough to assume that the public will automatically know when the school is doing an effective job.

- Teachers, principals, supervisors, and superintendents increasingly are taking advantage of well-planned conferences, institutes, workshops, summer sessions, and professional conventions. Sharing ideas and coming in contact with outstanding thinkers in special areas is being reflected in improved teaching, supervision, and administration. Determination and enthusiasm are more apparent than ever before.
- Throughout the State serious self-evaluation is taking place in many administrative units with the result that self-discovered inadequacies are being remedied. With the emphasis which is currently being placed on more meaningful accreditation, the self-study approach to improving education likely will be greatly accelerated.
- Citizens groups, interested in improving education, are active in many communities in North Carolina; and in such communities a climate for continuous betterment of all phases of education is apparent.
- Consolidated, comprehensive high schools are making effective classroom instruction more nearly possible in many areas.
- Additional funds for improving instruction in the areas of mathematics, science and modern foreign languages, through the National Defense Education Act, as well as funds for improved services in counseling, guidance, and testing, are making quality instruction more nearly a Statewide possibility.

- A new emphasis on the importance of the effective use of libraries, audio-visual aids, and other teaching materials is resulting in better schools throughout the State.
- Improvement, variety, and flexibility in methods of teaching are helping to increase interest in learning and to add excellence to the instructional program.
- Renewed efforts to protect the time allotted to teaching are being hailed across the State as worthy of continued emphasis.
- An awareness that a knowledge of English is basic to effective learning in any area is causing more and more attention to be focused on this subject, especially on reading, in *all* grades.
- Funds appropriated by the Legislature for additional teachers, special teachers, supervisors, assistant superintendents, as well as increases in salaries made possible by the General Assembly, plus the commissions appointed to study certain phases of the State's school program—all of these evidences of faith in educational leaders in North Carolina give promise of better schools from month to month.

No one of these efforts or activities in and of itself could possibly bring about a great deal of educational progress; yet when one realizes that these and many other efforts are seriously being made on many fronts by many determined individuals, it seems reasonable to be optimistic.

STAY IN SCHOOL

State Labor Commissioner Frank Crane recently advised all school children to stay in school until they graduate. This advice and the facts that Commissioner Crane presented were nothing new to most adults, but to children they are not always apparent and bear repeating. In fact, it is essential that they be repeated over and over until each boy and girl as he realizes the purposes of the schools resolves to get the maximum that the public school offers his aptitudes, skills and abilities.

From the labor point of view only, as stated by Commissioner Crane, the facts are:

1. School dropouts, as a group, earn considerably less money all their lives than high school graduates.
2. Dropouts suffer three times as much unemployment as graduates, become unemployed more frequently, and stay unemployed for longer periods.
3. Unskilled workers now constitute only 6 per cent of the total labor force, but account for 20 per cent of the group which has been out of work for six months or more.

These facts should be copied and posted in view of every upper elementary grade and high school child. Or better still, they could be printed at little expense by some interested group and given to each child.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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CHARLES F. CARROLL
State Supt. of Public Instruction

Vol. XXVI, No. 2

EDITORIAL BOARD

October, 1961

L. H. JOBE, J. E. MILLER
V. M. MULHOLLAND

Excellence In Education: Who Is Responsible?

Who is shaping the educational program of tomorrow? College and university pedagogues? Foundations such as Ford and Carnegie? Perhaps individuals such as Dr. James B. Conant and Vice Admiral Hyman G. Rickover? Or the National Education Association?

Many try, states Lindley J. Stiles, dean of the University of Wisconsin's School of Education, but no one group or individual alone shapes our educational program.

Mr. Stiles reports the views of a jury of editors, educators, business and professional men who feel that educational policy is formulated by local leaders on the local level.

According to the report published in *The Nation's Schools*, an educational journal, "national announcements reflect rather than create local attitudes."

The jurors explained that "the local attitudes, from community to community, merge into national criticism rather than result from such pronouncements."

Dr. Conant, the professional journal points out, was acknowledged as most nearly representing a national spokesman for education. One juror recognized Dr. Conant as "probably the only rallying point in educational improvement in recent years." Vice Admiral Rickover's views, they found, were received with reservations by most people.

The jury maintained that pedagogues and professional organizations spoke mostly to themselves, writing and speaking in a language that the public does not understand.

They noted that while there is evidence of the philanthropic foundations' influence on charting the course of education, the impact is frequently transitory.

Such groups as the National Education Association were found to be relatively unknown and ineffective in influencing public attitudes toward schools.

The unofficial jurors pointed out that in contrast to certain foreign nations in which the minister of education can speak for all, education in the United States is so diverse and decentralized, that no one can speak for more than a small segment.

The case for excellence in education, then, they concluded, rests with the

local communities across the nation where only first-rate leadership will be able to insure first-rate educational opportunities.

Five-Day DE Conference Attracts 80 Coordinators

Approximately one-hundred North Carolina teachers attended the annual distributive education workshop at the University of North Carolina, August 14-18. Addresses, panels, the showing of films, and committee work featured this five-day conference.

"Developments in Distributive Education" was explored by Dr. Donovan R. Armstrong, program specialist, distributive education service, U. S. Office of Education; and "Small Business Administration Services" was discussed by E. Willard Jensen of the Small Business Administration, Richmond, Virginia.

A significant feature of this conference was the emphasis placed on problems of the beginning distributive education coordinator. One session centered around the topic, "Problems I faced During My First Years as a D. E. Coordinator"; and a follow-up session was entitled, "Problems Faced by the Beginning Coordinator."

Dr. Vester M. Mulholland, director of educational research in the State Department of Public Instruction, spoke to the group on accreditation standards which are being developed by the State Department.

Others appearing on the program included Dr. Gerald James, director of vocational education; and Dorothy Boone, who spoke on "Current Problems Facing the Coordinator." "Shrinkage Control Methods" was discussed by Paul D. Schiller of Raleigh; "DELA Foundation Program," "Expansion of Extension Program," and "Management Improvement Program" were discussed by T. Carl Brown, State supervisor. Carl D. Whitehurst, assistant State supervisor and president of NCVA, spoke on "Your Professional Association."

The workshop agenda was planned by T. Carl Brown; W. G. Slattery, teacher educator, U.N.C.; Carl D. Whitehurst; and Frank M. Sinclair, training specialist in Charlotte, in cooperation with D. E. coordinators.

Should Grade Children Learn To Parlez Vous?

"A foreign language should be taught in elementary schools," according to 53 per cent of the school administrators polled by *The Nation's Schools*, a magazine of school administration.

The preferred time for starting instruction was Grade 3. Reasons given were: mental blocks have not been established; students are not "gun-shy" of languages; and the earlier the child is familiar with foreign words, the greater his retention will be in later years.

Of the 44 per cent who believe that a second language should not be taught in elementary school, many noted that "there is not enough class time now to do the job that we would like to do with the subjects currently offered." Another point often made by this group was that "there are not enough qualified teachers."

Others were in favor of withholding foreign language instruction until the seventh grade or another later time. Some just could see no need for a second language.

"School and Your Child" ASTC Weekly Feature

School and Your Child, a weekly education feature from the Appalachian State Teachers College News Bureau, has now enjoyed almost one year of service to schools and news media throughout the State. Each week Dr. John Corey of the ASTC education department releases a feature article on some interesting phase of education in North Carolina.

Recent releases were entitled, "Just How Safe Is Your Child on a School Bus?" "Can You Be Both Pal and Parent?" "Critics Blast Social Studies; But They May Be Our Best Hope" "Developing the 'Eight Senses' in Your Child," and "How Students Spend Their Time Nowadays."

These releases, according to Dr. Corey, may be used as readers wish; it is hoped, however, that mention will be made of ASTC and this new service.

The State Department of Public Instruction congratulates ASTC and Dr. John Corey in particular for this excellent service. The articles released thus far have been extremely worthwhile; moreover, they have made interesting reading. Keep up the good work!

Board Defines Teaching Full-Time Professional Job

The teacher's job is a full-time professional job. So said the State Board of Education in a statement adopted at its regular September meeting.

"No professional school employees can serve effectively while dividing his loyalties between two jobs," the Board stated. Professional employees include classroom teachers, superintendents, principals, and supervisors. "During the school year, no teacher or administrator should be a part-time farmer, a part-time recreation worker, or be engaged in any other part-time work."

New Music Bulletin Sent To North Carolina Schools

Music, A Basic Program for the Classroom Teacher, a new publication of the State Department of Public Instruction, was issued during September to superintendents and supervisors throughout the State. The bulletin was prepared by Arnold Hoffmann and other music supervisors in the State Department.

This bulletin outlines the basic minimum program for the teaching of music in the public elementary schools of North Carolina. It is prepared in terms of self-contained classroom organization, and is essentially a statement of the minimum objectives for the music program in the elementary schools. "It is consistent," states Hoffmann, "with standards for school accreditation."

In the Foreword to the publication, Superintendent Charles F. Carroll states, "Activities of singing, listening, rhythm, creating, and playing should be developed through the natural avenues of daily class work. Emphasis should be placed on music to aid devotion; music to provide recreation; music to help in the celebration of special days; and music to intensify concepts taught in the social studies, language arts, and other areas of the curriculum."

The bulletin includes suggestions for the development of one skill in the reading of note value and one skill in the reading of pitch relationships on each grade level.

Copies of this recent bulletin are available at 25¢ a copy from Director of Publications L. H. Jobe, State Department of Public Instruction, Raleigh.

Important Data Collected and Published In "North Carolina's Older Population"

North Carolina's Older Population: Opportunities and Challenges, recently released to the press, is a progress report of the North Carolina Governor's Coordinating Committee on Aging and the Proceedings of the Governor's Conference on Aging. In this volume, which represents the work of several hundred North Carolinians, an effort is made to evaluate the progress and prospects in relation to our State's older population.

Dr. Ellen Winston, commissioner of the State Board of Public Welfare, served as chairman of the coordinating committee; and Mrs. James W. Reid, as executive secretary. Dr. Catherine Dennis, State supervisor of home economics education, represented the Department of Public Instruction on this committee.

Major sections of the 185-page bulletin are the following: "A State's Re-

sponsibility to Its Elder Citizens," an address by former Governor Luther H. Hodges; "The Health and Adjustment of Older People," by Dr. Ewald W. Busse; "Tomorrow's Challenge," by Miss Chloe Gifford; and "Age Is A State of Mind," Dr. Harold J. Dudley.

Another section of the *North Carolina's Older Population* deals with eight subject-matter areas in a series of factual reports from specialized study committees. This section also includes information and suggestions from the 100 county coordinating committees on aging. Areas discussed in this section include those on research and population; income maintenance and employment; health and medical care; social services; housing and living arrangements; education and recreation; family life, community relationships, and religious activities; and personnel needs.

\$468 Million Spent For School Construction From July 1, 1949 To April 30, 1961

A grand total of \$468,202,224.70 was spent for school plant construction and improvement during the period July 1, 1949 to April 30, 1961, a recent survey by the State Department of Public Instruction shows.

With these funds from all sources—State, Federal and local—the following facilities were provided:

15,745 classrooms
786 libraries
750 science rooms
604 homemaking rooms
422 business education rooms
373 music rooms
582 shops
1,028 lunchrooms
518 gymnasiums
802 auditoriums and multipurpose rooms

According to project types these facilities are classified as:

614 new plants on new sites
1,323 new buildings at existing plants
1,169 additions to existing buildings
375 renovations of existing facilities
196 additions of new and renovation of old facilities

Wade Martin Leaves State To Develop S. C. Program

A. Wade Martin, former State supervisor of trade and industrial education with the State Department of Public Instruction, became Director of South Carolina's new Advisory Committee on Technical Education, effective September 1.

Governor Ernest F. Hollings explained that the Advisory Committee was appointed to implement the technical education program authorized in the closing days of the 1961 South Carolina Legislature. He congratulated the Committee on its choice of Martin for the post of Director, and Dr. Jesse T. Anderson, superintendent of education in South Carolina, stated "It is my opinion that no individual in the South could possibly be as valuable to us as Mr. Martin."

Martin, a native of Gaston County, received his B.S. and Master's degrees in education at North Carolina State College. He joined the North Carolina Department of Public Instruction in 1954 and has been trade and industrial education supervisor since 1957.

President's Council on Youth Fitness To Stress Health and Physical Education

President John F. Kennedy's Council on Youth Fitness, which was appointed earlier in the year with Charles B. Wilkinson as director, has begun its work in earnest and already has stimulated many schools in the nation to improve their basic programs in health and physical education, according to Charles E. Spencer, coordinator of the program for North Carolina through the Department of Public Instruction.

In addressing himself to the urgent problem of improving the health and physical fitness of American youth, President Kennedy stated: "The strength of our democracy is no greater than the collective well-being of our people. The vigor of our country is no stronger than the vitality and will of all our countrymen. The level of physical, mental, moral, and spiritual fitness of every American citizen must be our constant concern.

"The need for increased attention to the physical fitness of our youth is clearly established. Although today's young people are fundamentally healthier than the youth of any previous generation, the majority have not developed strong, agile bodies. The softening process of our civilization continues to carry on its persistent erosion."

Assisting Wilkinson is Simon A. McNeely of the U. S. Office of Education, who is familiar to many North Carolinians as a strong advocate of sound school programs in health and physical education.

In their first effort to work effectively at the national level, the Council on Youth Fitness has issued more than 75,000 copies of *Youth Physical Fitness: Suggested Elements of a School Centered Program, Part I, Concepts and Foundations*. Part II of the total document is entitled, *Tests, Activities, and References for a School Centered Youth Fitness Program*. The complete publication will soon be distributed to every school in the nation through the several departments of public instruction.

Emphasis in this publication is on physical fitness as only one aspect of fitness. "Efforts to improve physical fitness should be carried on with full regard for all fitness qualities—spiritual, mental, emotional, and social."

The bulletin further states: "Physical fitness itself is a broad quality involving medical and dental supervision and care, immunization and other protection against disease, proper nutrition, adequate rest, relaxation, good health practices, sanitation, and other aspects of healthful living. Exercise is an essential element to achieving physical fitness. Strength, stamina, endurance, and other desirable physical qualities are best developed through vigorous activity. Physical fitness is achieved through a sensible balance of all these provisions adapted to age, maturity, and capability of the individual. American parents need to be concerned that their children have every opportunity to develop and maintain physical fitness. School programs should emphasize physical aspects of fitness as part of total fitness."

The plan of action outlined by the President's Council on Youth Fitness features these basic recommendations:

1. Pupils who have a low level of muscular strength, agility, and flexibility should be identified by a screening test as part of the health appraisal. Pupils so identified should be required to participate in a program of developmental exercises and activities designed to raise their physical performance to desirable levels.
2. Objective valid tests of physical achievement should be used to determine pupil status, measure progress, and motivate pupils to achieve increasingly higher levels of physical fitness.
3. At least 15 minutes of vigorous exercises and developmental activities should be included in the daily physical education period.
4. While giving priority to the three basic recommendations above, the school should strive to provide a comprehensive program of health education and physical education for all pupils.

Schools in North Carolina require physical education a minimum of 30 minutes per day for all students in grades 1-8. In grade 9, health and physical education are required five periods per week.

In order to follow the recommendation of the Council on Youth Fitness, fifteen minutes of the 30-minute period

in the elementary school, according to Spencer, would be devoted to vigorous activities. "This amount of vigorous activity, not just calisthenics, is needed by growing boys and girls."

In order to carry out the "Comprehensive Program of Health Education and Physical Education, Emphasizing Physical Fitness," as outlined on page nine of the YOUTH FITNESS BULLETIN, most high schools in North Carolina would need to expand their programs to include physical education for students in grades 10, 11, and 12.

"It should be clearly understood," declared Spencer, "that the 15-minute period of vigorous activity recommended by the President's Council is intended to be a part of the 30-minute daily period in elementary schools and as a part of the regular physical education class in the high schools."

Governor Sanford Appoints Stay-In-School Committee

Governor Terry Sanford recently appointed a Statewide Stay-In-School Committee.

This Committee's duty will be to study and devise ways for keeping children in school and thus reduce the drop-outs that occur each year.

Appointed to the Committee were the following:

State Superintendent Charles F. Carroll, Raleigh; Dr. Eugene Poston, president of Gardner-Webb College, Boiling Springs; T. Earl Yarborough, Charlotte; Louis Berini, Durham; Robert Bunnelle, Asheville; Brodie S. Griffith, Charlotte; Representative Lacy Thornburg, Sylva; Representative Robert Calder, Wilmington; Representative Keith Fearing, Manteo; Dr. Samuel Proctor, Greensboro; Earle Edwards, Raleigh; Avery Hightower, Wadesboro.

Archie Laney, Monroe; Superintendent B. D. Quinn, Swan Quarter; Charlie Justice, Asheville; John Foster, Greensboro; Mrs. Virginia H. Grier, Raleigh; Dr. Walton Kitchen, Clinton; Lawson Withers, Goldsboro; Leon Brogden, Wilmington; Jack Boone, Greenville; Syd Dunn, Greenville; Ed Lilly, Kinston; Dr. Henry Weitz, Durham; Mrs. Louise Godwin, Greensboro; Dr. Lloyd Thayer, High Point; Dr. T. R. Collins, Smithfield; C. J. Barber, Oxford; Harold Lineberger, Gastonia; Daniel E. Moore, Durham; and William L. Beerman, Greensboro.

Jack Wood, Charlotte is chairman of the Committee.

Robert F. Gaines Joins Statistical Services SDPI

Robert F. Gaines joined the statistical services section of the State Department of Public Instruction, August 21, as data processing supervisor.

He has had three years as an IBM operator and key punch operator in the United States Marine Corp. In addition, he has had six years experience as operator and supervisor of IBM installation with the B. C. Remedy Company in Durham. Similar experiences were had in Plymouth, Florida, and with the Brevard County Board of Public Instruction in Titusville, Florida.

Gaines received his education at North Carolina State College and at Wake Forest College. He is married to the former Nancy Cheek of Chapel Hill. The family has two daughters.

Iredell Senator To Head School Boards Study

State Senator Jimmy V. Johnson of Iredell County was named recently by Governor Sanford to head a study commission on the selection of boards of education.

The 1961 General Assembly created the study group "for the purpose of making a study of the manner in which members of the boards of education of county and city administrative school units are selected." Recommendations will be made to the General Assembly of 1963.

In accordance with the provisions of Resolution No. 21, the Governor appointed three of the nine-member commission. He named Superintendent E. L. Brown of Davidson County, Superintendent Ben E. Fountain, Jr., of Elizabeth City, and State Representative Herman H. West of Cherokee County.

Three members were named from the Senate by Lieutenant Governor H. Cloyd Philpott before he died on August 19. They were: Senators Jimmy V. Johnson, Boyce A. Whitmire, Hendersonville; and Hector McGeachy, Fayetteville.

Named by House Speaker Joseph M. Hunt were: State Representatives Jack Felmet of Haywood County, Irwin Belk of Mecklenburg County, and Philip Godwin of Gates County.

Required Tenth-Grade Program in P. E. Emphasizes Self-Improvement in Edenton

Beginning with the 1960-61 school year, the John Holmes High School in Edenton added tenth grade physical education as a required course of study for all sophomores. "Though this program is not unique in North Carolina," declared Principal Hiram J. Mayo, "its initial success has done much to improve physical vitality of students as well as the morale of the school."

The program is under the supervision of Coleen Ward and Coach Bill Billings, who state that emphasis on self-improvement is the outstanding characteristic of the program. "Marks are determined by self-improvement in skills, stamina, and attitudes rather than on any comparative basis," declared Billings.

With emphasis on individual growth and development, considerable attention is given each individual in each class. This is made somewhat easier by the use of one student assistant from the eleventh or twelfth grade in each class. "These assistants are chosen from applicants on the basis of their ability to work well with other students, their leadership qualities, and their general attitude. An excellent athlete often might not be the type of assistant we need," stated Billings. "By and large we try to choose students who plan to enter the teaching profession and major in health and physical education."

Miss Ward emphasized that health activities are definitely stressed in tenth-grade physical education, even though the course is labeled *physical education*. Remedial programs are planned for individuals within the regular classes which, according to both instructors, are chock full of variety. "Because of the individual approach to all our efforts in this program and because of the consciously-planned variety of activities, we are happy that students, parents, and other teachers are pleased with this newly required course," stated Miss Ward.

The indoor and outdoor games are chosen in terms of developing individual stamina, endurance, and coordination. The usual ball games, relays, tumbling, and track events are included, as well as work with weights and springs. "We plan to introduce golf into the program during the spring," declared Billings, "with training in skills centered in the gymnasium with plastic balls."

Principal Mayo indicated pride in "the high-level work being done in the required tenth-grade program in physical education," and added that "interest and enthusiasm among the students are outstanding."

More High School Students Take Math, Science, F. L.

Enrollment in North Carolina public high schools increased 6.6 per cent from 1957-58 to 1959-60.

Students taking mathematics increased 9.4 per cent during this period.

Students taking science increased 14.7 per cent.

Students taking foreign languages increased 30.1 per cent.

Increases were made in the number of students taking each of the various courses in these subject areas except Algebra I. In this course, the decrease was 1,170.

The following table shows these enrollments for the two years:

Mathematics	1957-58	1959-60
Algebra I	57,998	56,828
Algebra II	24,866	29,880
Advanced Algebra	1,748	3,041
Plane Geometry	23,471	25,891
Solid Geometry	2,416	4,010
Trigonometry	2,800	4,333
Total	113,299	123,983
Science		
Biology	66,785	72,778
Chemistry	20,786	24,961
Physics	10,079	12,733
Senior Science	829	1,293
Physical Science	687	1,513
Qualitative Analysis	16	
Advanced Biology	156	664
Applied Science	27	32
Total	99,365	113,974
Foreign Languages		
French I	17,413	24,556
French II	10,004	11,837
French Conversation	7	96
French III & IV	17	149
Latin I	7,833	7,987
Latin II	5,174	6,295
Latin III & IV	121	250
Spanish I	4,797	7,203
Spanish II	2,072	3,181
German I	34	146
German II	32	87
Total	47,504	61,787
Number Schools	910	900
Total Enrollment	245,010	261,078

State School Facts

Students in High School Double The Number Enrolled Sixteen Years Ago, 1944-1945

The number of students enrolled in the public high schools of the State more than doubled during the past sixteen years.

In 1944-45 the number of boys and girls in grades, 9, 10, 11 and 12 numbered 129,080. Enrollment in these grades in 1960-61 totaled 266,459, an increase of 137,379 over the 1944-45 figure, or 106.4 per cent.

Although enrollment in the public elementary schools increased during this 16-year period by 175,624, the percentage increase was 25.4, or less than a fourth as great as the increase in high school enrollment.

Total school enrollment, elementary and secondary, increased 38.3 per cent during this period—from 812,826 to 1,123,829.

On a racial basis the number of white children enrolled in all public schools increased 40.3 per cent, from 562,621 to 789,629. Negro children, on the other hand, increased from 250,205 to 334,200, or 33.6 per cent.

Enrollment of Negroes in the public high schools, however, increased 147.9 per cent—from 28,142 in 1944-45 to 69,772 in 1960-61. Students in high schools attended largely by white students increased during this period from 100,938 to 196,087, or 94.9 per cent.

Increase in the number of children attending elementary schools on a racial division was: white 28.4 per cent; Negro 19.1 per cent.

All these facts are shown in Table I.

Table II

Table II presents enrollment figures

gives the ten-year percentage increase (or decrease).

Before making comparisons of change in enrollment status of these units, it should be pointed out that changes in organization areas as between some county and city units tend to invalidate some of these comparisons. Wherever known, however, adjustments have been made to make such comparisons valid.

Highlights of this table are the following:

- Elementary enrollment decreased in 49 units—44 county and 5 city.
- High school enrollment increased in all 173 units.
- Total public school enrollment (grades 1-12) decreased in 32 units—29 county and 3 city.
- Of the 29 county units showing a decrease in enrollment during this ten-year period, 11 included city units in the county political units which gained sufficient enrollment to offset the county unit decrease.
- The 3 city units showing decrease were located within counties where the county school unit made offsetting gains in enrollment. Therefore, a net decrease in total school enrollment occurred in only 18 counties.
- Largest percentage increase in enrollment during this 10-year period occurred in the Onslow County unit, 92.86 per cent; Monroe, 114.44 per cent; Chapel Hill 111.55 per cent, and Sanford, 108.74 per cent.

Units County City	Elementary 1944- 1951	1960- 1961	High School 1950- 1951	1960- 1961	Total, Grades 1-12 1950- 1961	% 10-Yr. Increase
Davison	909	949	264	358	1,173	13.13
Lexington	6,390	8,018	2,487	3,098	10,505	29.72
Thomasville	2,385	2,966	1,236	1,537	5,232	56.32
Davie	1,946	2,891	619	1,853	3,744	49.96
Duplin	2,328	2,920	748	963	3,883	18.53
Durham	8,327	8,216*	2,432	2,884	11,200	3.24
Durham	8,327	7,448	1,243	1,242	9,570	52.10
Edgecombe	2,008	1,239	2,644	3,506	14,855	34.79
Tarboro	2,182	2,733	1,261	1,763	8,149	12.06
Forst	1,958	2,132	1,497	1,756	3,489	31.26
Winston-Salem	1,961	1,713	3,137	4,405	12,862	41.13
Franklin	1,572	1,734	3,425	5,094	14,513	29.39
Franklin	1,572	1,734	3,425	5,094	14,513	29.39
Gaston	1,376	1,723	2,818	4,193	16,396	30.74
Cherryville	1,391	1,406	2,935	520	1,676	1.56
Gastonia	1,355	1,896	2,120	2,292	6,675	22.68
Graham	1,405	1,320*	2,526	2,461	8,189	22.68
Granville	1,491	2,639*	972	1,734	1,792	3.34
Oxford	2,325	2,935	818	1,802	3,308	3.54
Greene	1,340	1,723	2,856	4,177	14,256	6.18
Guilford	9,711	17,526	3,012	5,247	22,753	73.83
Greensboro	8,561	9,798	1,938	2,626	11,764	50.45
High Point	8,439	8,868	1,463	2,110	10,215	6.99
Roanoke Rapids	2,036	2,746	523	2,158	3,736	36.19
Weldon	1,209	1,923	343	488	2,413	53.35
Harnett	9,670	9,487*	2,635	3,331	12,309	12.33
Haywood	4,898	5,050	1,286	1,753	6,813	4.17
Canton	2,056	2,085	624	732	2,630	10.91
Henderson	4,056	4,620	1,013	1,464	5,099	5.11
Hendersonville	968	1,623	555	717	2,684	20.02
Hoke	4,309	4,938	965	1,444	6,312	53.64
Hyde	3,185	3,813	390	359	1,319	3.33
Iredell	1,297	1,124*	339	355	1,773	4.95*
Mooreville	6,077	6,441	1,639	2,010	2,755	18.93
Statesville	1,463	1,762	602	634	2,935	4.63
Jackson	2,247	3,327	783	1,036	2,937	8.43*
Johnston	3,405	2,853*	832	1,027	16,757	17.86
Lee	13,526	13,344*	3,271	4,521	29,937	6.36
Lee	2,342	2,386	625	787	3,767	6.94
Lee	3,016	2,941*	791	858	3,711	6.21*
Sanford	1,276	2,563	360	852	1,636	108.74
Lenoir	5,598	6,429	1,169	2,062	8,407	25.48
Kinston	2,831	4,725	956	1,372	4,924	61.00
Lincoln	3,802	4,066	505	858	4,364	14.33
Lincolnton	1,110	1,415	761	879	1,881	22.61
Macon	3,318	2,837*	690	988	4,008	3.57*
Madison	3,909	3,023*	910	1,137	4,819	4.57*
Martin	6,429	6,198*	1,315	1,962	8,160	13.68*
McDowell	2,834	2,376	708	1,000	3,578	5.37
Marion	2,104	2,376	595	764	3,441	16.34
Mecklenburg	11,043	48,183	2,865	13,912	62,095	75.34
Charlotte	16,741	2,654*	4,826	3,711	21,567	0.51*
Mitchell	2,999	3,977	818	1,038	5,042	5.042
Monterey	3,472	3,977	1,065	1,065	7,006	17.53
Moore	5,120	5,311	1,422	1,698	6,542	7.14
Pinehurst	470	609	139	226	1,569	26.71
Southern Pines	761	1,194	249	375	1,010	15.69
Nash	9,986	10,728	2,109	2,870	12,095	55.35
Rocky Mount	5,295	5,295	1,427	1,796	12,091	12.43
New Hanover	10,132	12,640	1,427	1,796	16,089	30.24
Newport	6,119	6,341	1,745	1,745	8,066	3.82

Year	Elementary Schools		High Schools		All Schools	
	White	Negro	White	Negro	White	Negro
1944-45	461,083	222,063	688,746	281,142	132,080	812,826
1945-46	467,106	222,242	689,348	103,747	309,024	823,119
1946-47	465,436	221,259	686,595	123,117	358,979	855,691
1947-48	469,689	221,732	691,421	126,133	383,309	855,852
1948-49	472,633	221,070	694,003	129,686	404,465	861,154
1949-50	487,666	224,138	711,804	137,501	44,440	1,814,941
1950-51	547,476	237,429	805,005	158,654	56,436	2,150,975
1951-52	558,387	243,487	800,874	164,074	58,739	2,282,873
1952-53	562,572	246,068	808,540	170,135	60,688	2,350,410
1953-54	564,986	250,191	815,177	181,135	63,875	2,455,010
1954-55	574,600	256,801	830,401	190,112	66,944	2,571,056
1955-56	584,378	260,221	844,539	192,833	68,255	2,671,078
1956-57	592,942	264,428	857,370	196,687	69,772	2,666,459
1957-58	131,259	42,365	173,624	95,749	41,630	137,379
1958-59	28.4	19.1	25.4	94.9	147.9	106.4
1959-60						
1960-61						
16-yr. increase				227,008	83,995	311,003
% increase				40.3	33.6	38.3

II. PUBLIC SCHOOL ENROLLMENT BY ADMINISTRATIVE UNIT

Units	Elementary		High School		Total, Grades 1-12		10-Yr. Increase	
County	1950-1951	1960-1961	1950-1951	1960-1961	1950-1961	1960-1961	%	
City	1951	1961	1951	1961	1951	1961		
Alamance	7,370	8,688	2,146	2,882	9,516	11,570	21.59	
Burlington	4,064	3,166	1,334	2,004	5,298	9,171	69.71	
Alexander	2,859	3,003	994	1,894	3,853	4,897	26.83	
Alleghany	1,552	1,461*	824	995	1,882	3,856*	1.37	
Anson	3,452	2,844*	1,821	978	4,133	3,753*	12.71	
Norven	1,074	1,908*	426	970	1,260	3,173*	5.43	
Wadesboro	1,464	1,709*	1,388	1,938	3,232	5,233*	32.81	
Ash	4,432	3,853*	1,820	1,938	5,252	5,171*	3.72	
Avery	2,371	2,613*	1,323	1,939	3,413	5,359*	1.63	
Beaufort	4,135	4,003*	1,216	1,732	5,146	7,131*	25.03	
Washington	2,640	3,183*	1,215	1,732	3,855	5,863*	40.40	
Bertie	5,964	5,438*	1,975	2,704	7,939	8,138*	2.51	
Bladen	6,700	6,896	1,975	2,704	8,675	9,542*	10.19	
Brunswick	4,054	4,215	3,520	3,536	7,574	7,751*	2.35	
Buncombe	12,617	14,015	3,921	4,549	16,138	18,564	13.79	
Asheville	7,459	7,459	2,021	2,679	9,480	10,143	6.95	
Burke	5,478	6,012	1,921	2,679	7,279	9,822	34.28	
Glen Alpine	903	1,117	1,213	1,814	1,672	3,436	16.77	
Morganton	1,532	1,915	1,643	319	1,121	1,436	28.10	
Cabarrus	5,251	5,848	1,436	815	2,207	2,730	23.70	
Concord	2,356	3,048	1,896	1,932	6,447	7,450	16.02	
Kannapolis	3,976	4,225	1,475	1,137	3,164	4,153	32.27	
Caldwell	6,938	8,270	1,715	3,491	5,448	5,716	4.92	
Lenoir	1,666	1,776	1,601	2,165	8,513	10,435	22.58	
Camden	966	1,103	137	787	2,216	2,563	15.66	
Carteret	3,651	5,033	1,066	355	1,103	1,458	32.19	
Caswell	4,785	4,433*	1,537	1,660	4,717	6,683	41.89	
Catawba	4,332	6,336	1,537	2,085	6,969	8,421	20.84	
Hickory	3,476	5,050	1,027	1,671	4,503	6,721	49.26	
Newton	1,452	2,087	575	724	2,057	2,811	36.66	
Chatham	5,239	5,239	1,238	1,852	5,775	7,041*	22.79	
Cherokee	1,899	1,454*	109	291	2,008	1,745*	13.10*	
Andrews	1,111	903*	248	313	1,359	1,216*	10.52*	
Murphy	1,062	945*	480	612	1,542	1,537	0.97	
Chowan	899	785*	113	148	922	933	1.19	
Edenton	1,438	1,700	487	531	1,970	2,221	13.25	
Clay	1,278	1,048*	274	406	1,552	1,454*	6.31*	
Cleveland	8,775	7,939*	2,091	2,527	10,866	10,526*	3.13*	
Kings Mountain	1,398	1,722	468	596	1,866	2,394	28.30	
Shelby	2,540	3,522	730	1,096	3,270	4,618	41.22	
Columbia	8,695	8,747	2,200	2,884	10,895	11,631	6.71	
Columbus	2,095	2,449	585	772	2,680	3,221	20.19	
Craven	4,835	6,932	815	1,312	5,710	8,244	44.38	
New Bern	2,223	3,613	1,088	1,480	3,311	5,093	53.82	
Cumberland	9,259	14,700	1,775	3,311	11,034	18,194	64.89	
Fayetteville	4,479	8,012	2,886	5,767	10,898	18,938	88.97	
Currituck	1,037	1,204	989	411	1,346	1,615	19.99	

*-All figures marked with asterisk represent decrease during the decade from 1950-51 to 1960-61.

a-Robeson County, Maxton, and Saint Pauls-Adjusted to take care of fact that Maxton and Saint Pauls were created subsequent to 1950-51.

b-Rockingham County and Madison City-Adjusted to compensate for transfer of Mayodan School from Rockingham County to Madison City subsequent to 1950-51.

c-Wayne and Fremont-Adjusted to compensate for transfer of Negro students from Fremont to Wayne County subsequent to 1950-51.

County	1950-1951	1960-1961	1950-1961	1960-1961	1950-1961	1960-1961	1950-1961	1960-1961
Tryon	580	773	193	234	773	912	17.98	
Randolph	6,396	7,456	1,649	2,354	8,045	9,810	21.94	
Asheboro	2,345	3,515	842	1,171	4,686	47.03		
Richmond	4,081	4,043*	467	804	4,548	6.71		
Hamlet	1,937	2,391	529	844	3,235	31.18		
Rockingham	1,521	1,802	845	1,030	2,662	19.70		
Robeson	12,137a	12,186	1,827a	2,832	15,018a	7.55		
Farmont	1,845	1,731*	486	506	2,331	2,297*		
Lumberton	2,094	3,451	576	937	2,670	4,388	40.9*	
Maxton	1,119a	1,081*	3,051	3,04	1,381a	64.34		
Red Springs	1,152	1,253	313	304	1,465	0.29		
Saint Pauls	1,360a	1,612	303a	442	1,663a	15.02		
Rockingham	4,813b	4,625*	876	876	5,549b	20.66		
Leaksville	3,154	3,549	960	1,143	4,084	1.53*		
Madison	1,398b	1,759	529b	688	1,927b	14.89		
Reidsville	2,119	3,034	1,004	1,303	3,123	2,417		
Rowan	8,792	9,953	2,485	3,327	11,277	13,280	17.76	
Salisbury	2,551	3,109	992	1,231	3,543	4,340	22.50	
Rutherford	8,715	8,396*	2,809	1,931	11,151*	10.41*		
Samson	8,614	7,537*	2,019	2,879	10,663	0.44*		
Clinton	1,743	2,496	735	833	3,239	34.34		
Scotland	3,621	3,463*	291	702	3,912	4,165	6.47	
Laurinburg	2,168	3,024	813	914	2,981	3,938	32.10	
Stanly	4,506	5,181	1,286	1,663	5,792	18.16		
Albemarle	1,710	2,271	1,618	1,897	2,328	3,168	36.08	
Stokes	4,198	4,064*	1,071	1,259	5,269	5,323	1.02	
Surry	6,274	5,824*	1,540	1,719	7,814	7,541*	3.4*	
Elkin	886	984	282	346	1,168	1,387	13.87	
Mount Airy	2,017	2,413	669	849	2,716	3,282	20.10	
Swan	1,946	1,654*	408	575	2,354	2,531*		
Transylvania	2,951	3,133	621	1,063	3,602	4,196	16.49	
Tyrrell	975	914*	248	315	1,223	1,229	0.49	
Union	7,215	6,261*	1,906	2,036	9,121	8,300*	9.00*	
Monroe	1,094	2,325	319	705	1,413	3,030	114.44	
Vance	3,379	3,146*	356	639	3,735	3,785	1.34	
Henderson	2,862	3,630	901	1,273	3,763	4,993	30.29	
Wake	12,220	16,579	3,221	4,360	15,441	21,539	39.49	
Kaleigh	7,111	11,869	3,249	3,731	9,490	15,600	64.38	
Warren	5,041	4,784*	1,507	1,592	6,558	6,388*	2.61*	
Washington	2,631	2,970	713	923	3,334	3,633	16.77	
Watauga	7,327c	9,920*	818	1,054	4,084	3,992*	2.2*	
Wayne	1,466c	1,782	1,972c	2,480	9,319c	11,800	26.62	
Fremont	3,924	5,665	1,227	2,193	5,151	7,858	52.55	
Goldsboro	8,027	7,764*	1,701	1,761	9,738	9,525*	2.11*	
Wilkes	8,091	7,764*	328	994	1,129	1,888	65.46	
Wilson	4,795	4,329*	1,082	1,335	5,807	5,655*	2.6*	
Elm City	1,260	1,320	402	443	1,692	1,759	5.32	
Weldon	3,896	3,918	1,197	1,827	5,093	5,775	13.52	
Yadkin	3,081	3,451*	1,207	1,434	4,288	4,451	3.98	
Yancey	3,417	2,876*	771	1,063	4,188	3,939*	5.93*	
North Carolina	719,855	857,370	189,922	266,459	909,777	1,123,829	23.53	
100 Counties	524,155	604,761	125,076	181,776	649,231	786,537	21.15	
73 Cities	195,700	252,609	64,846	84,683	260,546	337,292	29.46	

State Board Passes Resolution On Death Of Lieutenant Governor Cloyd Philpott

At its September meeting, the State Board of Education adopted the following resolution on the death of Lieutenant-Governor Cloyd Philpott on August 19:

The State Board of Education acknowledges the indebtedness of the boys and girls in the public schools of North Carolina to the able, conscientious, and dedicated life of service rendered by Lieutenant-Governor Harvey Cloyd Philpott, who by virtue of his office was a member of this Board. Both in his service to the State and in his earlier leadership for better educational opportunities for the children of Lexington, his home town, where he served for eleven years as a member and chairman of the Lexington

Board of Education, Cloyd Philpott demonstrated his vision and faith in a better way of life for all boys and girls through improved education.

The State Board of Education recognizes its own debt of gratitude for his support of public education before the people of North Carolina. As a representative of his people and as Lieutenant-Governor of North Carolina, his legislative leadership helped beyond measure to make possible a higher plane of learning and life for his fellowman and for posterity.

To members of his family, this Board expresses deepest sympathy in their loss, which loss is shared by the individual members of this Board and by all of the people of North Carolina.

Leadership Role of Supervisor Stressed At First Statewide Workshop For Negroes

Negro supervisors of the State met for a week's conference, June 19-23, at St. Augustine's College in a workshop sponsored by the North Carolina Department of Public Instruction and the Southern Education Foundation. Approximately sixty supervisors attended this first Statewide conference, the theme of which was "The Leadership Role of the Supervisor."

Program participants included Superintendent Charles F. Carroll and other members of the State Department, personnel from the Southern Education Foundation, local supervisors, and visiting guests from institutions of higher learning. Dr. J. Curtis Dixon, vice president and executive director of the Southern Education Foundation, spoke to the group as did Assistant Director, Robert L. Cousins; G. H. Ferguson, former director of the division of Negro education, made brief remarks; Dr. S. E. Duncan, president of Livingstone College, presided over a panel; Dr. Annie Lee Jones, University of North Carolina, spoke on language arts; and Nedra Mitchell, book consultant, discussed mathematics.

A demonstration, "Some Uses of the Newer Media," was presented by Paul S. Flynn, State supervisor of audio-visual education; James W. Carruth, Arnold R. Medlin, and Johnny M. Shaver, directors of audio-visual education in Fayetteville, Greensboro, and Asheville, respectively. (Shaver is now

with the State Department as assistant to Flynn.)

Others participating in this five-day conference were Dr. Norman Johnson, associate professor, North Carolina College in Durham; Dr. Kara Vaughn Jackson, special Jeanes teacher with the Southern Education Foundation who was the banquet speaker for the group; Dr. James A. Boyer, president of St. Augustine's College; and Rev. L. S. Penn, Sr.

A symposium on "The Role of the Supervisor in In-School Television" was also held, with John Hawes, State supervisor of in-school television, and Mrs. Marjorie S. Muse, teacher consultant for the North Carolina in-school television experiment, participating.

Special sessions with State and local consultants were arranged in the following areas: language arts, mathematics, social studies, health and physical education, music, and education for exceptional children. Group meetings were likewise held relative to grouping and testing, and library and audio-visual services. A high light of the conference was the symposium on "The Supervisor's Working Relationships."

This first Statewide conference for Negro supervisors was planned by the division of instructional services, under the direction of Nile Hunt, in cooperation with the Southern Education Foundation, and local supervisors.

Poor Public Relations

Fact No. 1: According to the Investment Bankers' Association of America, 23% of all 1960 school bond issues failed to win approval at the polls. Poor public relations, it is generally agreed, was one of the reasons.

Fact No. 2: According to Dr. Richard B. Kennan, executive secretary of the National Commission for the Defense of Democracy through Education, one of the major reasons why school superintendents lose their jobs is poor public relations.

School Planning Division Provides Survey Services

Survey services have been provided to more than a third of the 173 school administrative units during the past six months by the Division of School Planning, State Department of Public Instruction.

These services consisted in the main of surveys concerning reorganization plans, site selections, facility needs, and in a number of instances a comprehensive study of the schools. A number of the surveys have been completed and filed with the local superintendents, whereas for others field work has been completed and reports are being prepared.

Units for which such services have been rendered or are in process are the following: Lenoir County; Catawba County and Hickory and Newton-Conover Cities; Bertie County; Vance County and Henderson City; Craven County and New Bern City; Watauga County; Rowan County, Fairmont City; Northampton County; Stokes County; Alleghany County; Cabarrus County and Concord City; Montgomery County; Anson County; Salisbury City; Caswell County; Sampson County; Davidson County; Thomasville City; Scotland County; Forsyth County; Columbus County; Asheville City; Murphy City; Asheboro City; North Wilkesboro City and Wilkes County; Wilson County; Yadkin County.

Lexington City; Hamlet City; Wake County; Pitt County; Elizabeth City and Pasquotank County; Guilford County; Tarboro City; Franklin County; Kings Mountain City; Person County; Carteret County; Lenoir City; Caldwell County; Durham City; and Iredell County.

Windsor Principal Named School Boards Secretary

W. O. Fields, Jr., principal of Windsor High School, has resigned to become secretary of the North Carolina School Boards Association.

He replaces L. H. Swindell, Jr., who has joined the faculty of East Carolina College as associate professor in the department of education.

Mr. Fields served as principal of Windsor High School for the past three years. He has also served as principal of Colerain High School and as a teacher in Selma and Clayton high schools. He received his bachelor's and master's degrees from the University of North Carolina. With offices in Chapel Hill, he will continue his studies on a part-time basis as an advanced graduate student.

Dr. Brank Proffitt Heads Experiment In Merit Pay

Dr. Brank Proffitt, Western Carolina College educator, has been appointed director of the experimental program in merit pay for State teachers.

The 1961 legislature authorized a two-year experimental program "in two or more school administrative units based upon merit pay for teachers who excel in their profession." It appropriated \$200,000 for the program.

In announcing the appointment, Dr. Charles F. Carroll, State Superintendent of Public Instruction, said he was "highly pleased that Dr. Proffitt's training and experience could be utilized in this significant study."

Carroll recommended to the Governor and the legislature that merit rating be studied and applied on an experimental basis "as a procedure for recognizing and rewarding unusual competence."

Proffitt has been director of the McKee Laboratory School and Associate Professor of Education at Western Carolina College. His prior school experience includes teacher and principal in Jackson County and superintendent of the Tryon City Schools.

Proffitt did his undergraduate study at Mars Hill College and Western Carolina. He received his M.A. degree from George Peabody College for Teachers and in 1957 earned his Ph.D. degree in school administration at the University of North Carolina.

Moore Co. Moves Toward Quality Education

Moore County is taking steps to carry its schools toward "quality education", according to Superintendent Robert E. Lee. Some of these steps will not be completed until 1963 when the county's first consolidated high school will be opened; but beginning this fall, with the combined county and State efforts, significant improvements will be made.

This year, Superintendent Lee reports, ten additional teachers have been allotted by the State. For the first time, there will be a county school librarian, a speech therapist, an attendance officer, and two special education teachers. Ungraded primary systems have been inaugurated in three schools; full-time clerical help has been provided most principals; and the guidance program has been expanded to include all schools.

Remodeling and additions to several school plants will fill some of the facility needs until the new consolidated high school is available.

A number of new instructional aids have been added, including in two high schools "programming" in math. Television instruction, inaugurated three years ago, will be continued and increased in such subjects as history, math and foreign languages.

A new cafeteria, completely equipped, has been built at West End and a principal's office has been provided.

At Vass-Lakeview a fully modern elementary gymnasium is under construction, with completion scheduled late this fall.

Additional classrooms have been built at other schools; and with remodeling and painting, all the schools are in use.

Two Television Manuals Prepared by SDPI For Administrators and TV Teachers

Two manuals in duplicated form pertaining to television education were distributed late in August to school superintendents, supervisors, and teachers of television education. Content and format of these publications were cooperatively agreed upon by a State-wide committee working closely with John Hawes, supervisor of television education in the State Department, and other Department personnel.

"Television Education—A Manual for Administrators," emphasizes the following topics: opportunities afforded through instructional television, initiating a program of instructional television, responsibilities of the studio teacher, selection of a television classroom teacher, responsibilities of the television classroom teacher, assistance to television classroom teachers, class size, scheduling, assignment to classes—grouping, physical and technical facilities, public relations, and services available through the State Department of Public Instruction.

"Television Education — A Manual for Teachers of Television," stresses the following topics: objectives of television education, team approach to television education, development of courses of study, responsibilities of the studio teacher, responsibilities of the classroom teacher, relationships between the televised portion of the les-

son and the classroom portion, guide sheets, class organization and management, large classes versus classes of conventional size, assistance for television classroom teachers, testing, physical arrangements, audio-visual equipment, workshops, public understanding of instructional television, and services of the State Department of Public Instruction.

"Following a year's use of these two bulletins in experimental form, they will be revised, printed, and distributed throughout the State," explained Hawes. "The suggestions contained in this bulletin are based upon what seems to be, at this time, the best practices for achieving maximum utilization of the television medium by North Carolina schools."

These two manuals, carefully prepared on a cooperative basis by personnel experienced in television education, should give to administrators and teachers in television education tremendous assistance in all phases of this dynamic program. Television, as an instructional tool, offers many opportunities to education; yet much remains to be learned. With the aid of these bulletins, administrators and teachers will continue to learn more and more about television education. Congratulations to John Hawes and all those who so ably assisted him.

Superintendents Proffit and Jenkins In Russia on NEA Educational Tour

Superintendent Glenn T. Proffit of the Harnett County schools and Dr. Wilmer Jenkins, superintendent of the Hickory schools, left late in September for Russia, along with sixteen other outstanding school administrators and educators.

The trip, the second of its kind to include North Carolina administrators, was arranged for the purpose of having American educators become better acquainted with the educational system of Russia.

This particular trip is being sponsored by the National Education Association, Division of Travel, under the direction of Paul R. Kinsel. Director Kinsel stated that this trip was planned "because of the valuable contribution made by the participants of the previous trips. The NEA believes that it is important for American educators to become better informed on the Soviet Union and see first-hand the operations of the schools in the USSR."

During the month's trip, the American educators will discover how Russia

is moving toward her national goal in education; they will observe the various levels of education in Russia, discuss philosophy with Russian educators, and become aware of such major factors as the training and placement of teachers, methods of teaching, types of textbooks used, the work of parents' committees, and other aspects of Soviet education.

While on this trip, Superintendents Proffit and Jenkins will visit the schools in Copenhagen, Helsinki, Warsaw, and Berlin.

One year ago, eight North Carolina superintendents visited Russia for similar purposes, and reported their observations and findings to a wide group of audiences throughout the State. Those who made the trip last year include Superintendents Jesse Sanderson, Raleigh; A. B. Gibson, Laurinburg; Phil Weaver, Greensboro; Craig Phillips, Winston-Salem; Gene Booth, Kinston; John Hough, Leaksville; J. W. Wilson, Charlotte-Mecklenburg; and Dean Pruitt, High Point.

High School Counselors Visit NC Colleges In Experiment Sponsored by SDPI and Duke

Twenty-six North Carolina high school counselors, accompanied by Ella Stephens Barrett, guidance supervisor in the State Department of Public Instruction, and W. L. Brinkley, Jr., of Duke University, visited 34 junior and senior colleges, June 12-24. This experimental project was sponsored by the State Department of Public Instruction in conjunction with the High School College Relations Committee of the N. C. College Conference.

All but two of the junior and senior colleges of the State were visited in an effort to acquaint counselors with college offerings, admission policies, and counseling services. Counselors visited from two to four colleges each day in their tour, and found enthusiastic cooperation from all the colleges, stated Miss Barrett. At each institution the visiting teachers were shown what each college had to offer the prospective student.

According to Miss Barrett, "Educational leaders were enthusiastic about the tour. They felt that it accomplished a great deal for strengthening counsel-

ing in the high schools of the State; and indicated that such tours may supplement, or perhaps supplant, college days in the high schools. Since the practice of having college days has become so widespread, and since few colleges can send representatives to all high schools, more effective ways of acquainting students with the various colleges of the State must be found."

The information gained from the visits to the thirty-four colleges will be compiled in a College Fact Book, which will be made available to high school counselors throughout the State.

It was observed that rank in class is significant among all colleges as an entrance factor; that low achievement records despite high ability on aptitude tests are frowned upon; that there is a trend toward subject-matter entrance examinations; and that competition is for good students.

Visiting counselors indicated that the attitude, spirit, and philosophy of a college are best understood through traveling workshop groups rather than through catalogs.

Ladies Auxiliary Sponsors H. S. Writing Contest

A high school writing contest is sponsored annually by the Ladies Auxiliary to the Veterans of Foreign Wars. This year marks the 27th anniversary of this contest, which has the endorsement of the National Association of Secondary School Principals.

Local auxiliaries give prizes, citations, medals, or cash. National winners compete for the following awards: First, \$1,000 and gold medal; second, \$500 and gold medal; third, \$250 and gold medal; fourth, \$100 and gold medal. Honorable mention is made for ten prizes of \$10 each and ten prizes of \$5 each.

Topic for this year's contest is: America the Beautiful — How Long Without Clean Water. Entries must be postmarked not later than March 15, 1962.

For further information regarding this contest, write Contest Department, Ladies Auxiliary, V.F.W., 406 West 34th St., Kansas City 11, Mo.

Dr. Carroll Endorses Peace Study Program

"The Achievement and the Prospects of the United Nations" is the title of this year's High School World Peace Study and Speaking Program. This Program has the endorsement of both State Superintendent Charles F. Carroll and Governor Terry Sanford.

Originated by Oscar K. Merritt, Mount Airy business man, the program is annually conducted by the Extension Division of the University of North Carolina. E. R. Rankin is Director of the Program.

According to Mr. Rankin, 138 high schools entered the Program last year. The Program is now in its 16th year.

In endorsing The Program, Superintendent Carroll said, "I am pleased to commend this Program and I am confident that all who participate in it will profit." Governor Sanford gave his approval to this project by stating: "It is highly important that the students of North Carolina fully appreciate both the tensions and the potentials of international relationships."

Rules and suggestions including materials are given in the 1961-62 Peace Handbook issued by University of North Carolina Extension Division, Chapel Hill, N. C.

Former Staff Member Dies

Richard P. Leaman, a former staff member of the Department of Public Instruction, died September 14 at a local hospital in Charlotte. He had been ill about a week.

A native of Lancaster, Pa., Leaman was designed consultant with the Division of School Planning from 1952 to 1956 when he went with A. G. Odell, Jr., and Associates, architects, of Charlotte. He graduated from N. C. State College in 1952 with a degree in architecture. He was a member of the American Institute of Architects.

Surviving are his wife, a son and a daughter, his mother of Lancaster, and a sister.

Asheboro Makes Changes In High School Program

Asheboro High School has instituted a number of changes in its instructional program, which are expected to add quality to requirements for graduation.

According to Principal Lee C. Phoenix, the following changes have been approved, effective with the 1961-62 school term:

(1) A full-time guidance counselor will become a member of the staff in September.

(2) Beginning with the class of 1963, 18 units will be required for graduation.

(3) All students will be enrolled for five courses.

(4) No more than three units of summer school work and no more than two units in the same subject will be allowed toward graduation.

(5) World geography will be added as a sophomore elective. Upper classmen may obtain special permission to take this course.

(6) Modern problems will be required of all seniors in Course A. Courses B and C students may elect to take economics and sociology instead. Exceptions will be made to this.

(7) A third year of French for those who qualify will be offered at the beginning of the 1962-63 school term. With this change, French will begin in the sophomore year.

(8) The required English units must be completed before a student can be classified as a sophomore, junior, or senior, regardless of the total number of units already earned.

200 Attend Annual T and I Conference; National and Local Leaders Participate

Approximately 200 educators attended the annual conference for trade and industrial education personnel at the Biltmore Motor Hotel in Morehead City, August 21-24. Program chairman for this year's meeting was C. Merrill Hamilton, assistant State supervisor in trade and industrial education with the State Department of Public Instruction.

Outstanding addresses which featured the program included those by Dr. Gerald B. James, director of the division of vocational education, on "The Development of a Philosophy for Vocational Education"; Dr. W. Dallas Herring, chairman of the State Board of Education, on "The Mission of Industrial Education Centers in North Carolina"; and W. R. Henderson, industrial development administrator with the Department of Conservation and Development, on "The Mission of Industrial Education for Industrial Development."

Dr. John P. Walsh, director of the trade and industrial branch in the U. S. Office of Education, discussed "The Scope and Mission of Industrial Education," the conference theme; and W. E. Brunton, director of vocational and practical arts education, public school district, Philadelphia, spoke on "Preparing the Working Force for Tomorrow."

Discussion groups were held on self-evaluation, advisory groups and responsibility for job placement, use of library materials, and creative thinking to enhance instruction. Discussion leaders moved from one group to another so that each group was able to become more familiar with four different topics.

A panel on "Implications of Industrial Education Centers" was moderated by Paul Weatherly, assistant State supervisor in trade and industrial education. Members of the panel included H. H. Bullock, Thomas W. Simpson, W. E. Brunton, and C. E. Bennett, Jr. A high light of the conference was a symposium, moderated by A. Wade Martin, in which expanding industrial education was discussed by nine State and local educators. Topics discussed were "New Industry Development," Vincent Outland; "Women's Occupations," Miriam Daughtry; "Itinerant Programs," Russell A. Swindell; "Apprenticeship,"

Charles D. Bates; "Updating-Upgrading," Walter Wray; "Supervisor Development," Tom Parker; "Technician Curriculum," Paul Weatherly; "Secondary School Programs," Richard B. Engard; and "Materials Laboratory," Tony Bevacqua.

During the conference two area meetings were held: (1) secondary school and practical nurse education personnel, and (2) industrial education center personnel. A summary of the conference was made by Dr. John P. Walsh, Paul Weatherly, and A. Wade Martin.

Duke Sponsors Conference On Advanced Placement

The Eastern Region English Conference on the Advanced Placement Program was held at Duke University, June 22-24, with more than 300 in attendance. In addition to numerous group meetings at which answers to questions on the 1961 advanced placement examination were carefully analyzed, a series of addresses also featured the three-day conference. Dr. Charles E. Ward served as chairman for the Duke conference.

Two demonstrations in teaching literature were also presented: "Keat's 'Ode on a Grecian Urn,'" was taught by Professor Frank Bliss of St. Olaf College; and "Conrad's *Heart of Darkness*," was presented by Professor Reynolds Price of Duke University.

"A New Approach to Freshman English" was discussed by Professor George W. Williams, supervisor of freshman English at Duke; and "Preparation in English for College Bound Students" was presented by Robert Hogan, assistant director of the Commission on English, College Entrance Examination Board.

Three views on advanced placement programs were given by Ernestine Robinson, George School, Bucks County, Pa., with emphasis on "A Long-Established Program"; Margaret Newland, Myers Park High School, Charlotte, "A Newly Established Program"; and Robert Jameson, The Haverford School, Haverford, Pa., "Procedures for Setting up a New Program."

Commission Appointed by Governor Sanford To Identify Needs in Higher Education

A commission of twenty-three North Carolinians was appointed late in September by Governor Terry Sanford to make a comprehensive study and to identify the State's needs in higher education. Irving Carlyle of Winston-Salem was named chairman of the Governor's Commission on Education Beyond the High School.

The purpose of the Commission is to identify and define North Carolina's needs in higher education and other education "beyond or in lieu of" the high school and to recommend the most efficient plans and methods of meeting those needs.

Sanford emphasized that this is "an extremely important commission" and declared that "this can be the means of defining the structure of higher education in this State for many, many years to come."

Membership of the Commission, in addition to Carlyle, includes William C. Friday, President of the Consolidated University of North Carolina; Deryl Hart, President of Duke University; and Alfonso Elder, President of North Carolina College. State legislators on the Commission include Senators Lunsford Crew, John Jordan, Thomas White, James Strikeleather; and Representatives Clifton Blue, Shelton Wicker, and Thomas Woodard.

W. Dallas Herring, chairman of the State Board of Education; L. P. McLendon, chairman of the North Carolina Board of Higher Education; Mrs. Harry B. Stein, Fayetteville school board member; Thomas J. Pear-sall of Rocky Mount; and Alex McMahon of Chapel Hill were also named to the Commission by Sanford.

Others were Leo W. Jenkins, president of East Carolina College; Bonnie E. Cone, president of Charlotte College; Colvin Leonard of Greensboro; Mrs. L. Richardson Pryer of Greensboro; H. A. Mattox of Murphy; Mrs. Samuel H. Hair of Charlotte; and Dr. F. Stuart Chapin of Asheville.

Governor Sanford expressed the hope that the Commission would be financed largely by private sources. He requested that interim reports be furnished and that the Commission file a final report no later than September 1, 1962.

The Governor explained the appointment of the Commission as a part

of "our determination to see that the taxpayers get maximum returns in both the quality and quantity of education for their dollars."

The Commission, Sanford added, "will be charged with the responsibility of making a comprehensive study of the State's entire system of public supported higher education, including all institutions and agencies offering educational and instructional curricula and services beyond the high school."

Sanford stressed that "no limitations will be imposed upon the Commission's broad powers because it is deemed wise that it shall work as an independent agency of the State and with the complete freedom to exercise the collective judgment of its members in making its final recommendations."

He suggested, however, that "specific attention" be given to areas such as enrollments, faculties, improved utilization, new institutions, allocation of functions, financing, coordination, and specialization.

Dr. Edward Thomas Brown Joins Staff Of Curriculum Study in Area of Research

Dr. Edward Thomas Brown joined the staff of the Statewide Curriculum Study, September 1, as assistant director in charge of research, according to an announcement by Director I. E. Ready. He will work in close cooperation with Herman Porter, research analyst, and also with Raymond Stone, assistant director in charge of local unit activities, declared Ready.

Specifically, Dr. Brown will develop, conduct, and interpret studies and research; he will work with local boards of education; and will recommend action needed at local and State levels. Through research undertaken by the Curriculum Study, Dr. Brown will assist in constructing or revising curricula; he will help to develop and write courses of study; he will direct certain pilot studies and help evaluate their results.

In addition, Dr. Brown will survey the status of the curriculum in the public schools, including the Industrial Education Centers, to identify strengths and weaknesses and to determine improvements needed, according to Ready.

Schools Use New Tools

Gone are the days when the only aids most teachers had consisted of textbooks, a blackboard and perhaps a few maps in the classroom.

The Nation's Schools, a professional journal for school administrators, reports the communications revolution of the past 50 years is finally beginning to be strongly felt in the schools.

In a special 48-page study on audio-visual aids, the magazine says teachers are beginning to realize they must use modern tools to compete with television, comic books, phonographs, radio and movies for the student's interest and enthusiasm.

Because of this outside-of-the-classroom competition, "films, language recordings, broadcasts and closed-circuit TV, filmstrips, slides and transparencies are developing as fundamental tools of the teacher," the magazine says.

"No longer," it adds, "are they regarded as 'nonessentials . . . in the same class as swimming pools,' as they were characterized at the White House Conference on Education only five years ago."

Dr. Brown, a native of Greenville, South Carolina, received his A.B. degree at Beloit College in Beloit, Wisconsin, in government; and his M.A. and Ph.D. degrees in education at the University of North Carolina.

For six years prior to joining the Curriculum Study, Dr. Brown was associate professor of education at Furman University. Before this, he had been field representative for the North Carolina Society for Crippled Children; assistant professor in Clemson College while attached to the U. S. Air Force; and a teacher in Hall-Fletcher Junior High School in Asheville. For six years Dr. Brown served as an ordnance officer in the Air Force.

In commenting on Dr. Brown's association with the Curriculum Study, Director Ready stated, "The new assistant director, with special preparation in techniques of research, will be able to contribute immeasurably to the ongoing progress of the Curriculum Study. All North Carolina should profit from his efforts with the State-wide program to improve education."

The Attorney General Rules . . .

Minimum Wage Act: G. S. 95-86; Distributive Education and Diversified Occupations Students Enrolled in Public Schools.

In reply to your recent inquiry: This is in answer to the question raised by you last week at the meeting of school superintendents at Mars Hill. You asked about the applicability of the minimum wage law to Distributive Education and Diversified Occupations Students working in stores and shops.

The North Carolina Minimum Wage Act is codified as Article 11, Chapter 95 of the North Carolina General Statutes and requires every "employer" to pay every "employee" not less than seventy-five cents (75¢) per hour. G. S. 95-87. The terms "Employer" and "Employee" are defined in G. S. 95-86. The pertinent part of Subsection (c) of G. S. 95-86 reads as follows:

"(c) 'Employee' includes any individual employed by an employer but shall not include:

"(6) Any person employed on a part-time basis during the school year and who is a student at any recognized school or college while so employed;"

It is my understanding from you that a Distributive Education or Diversified Occupations student is a person regularly enrolled in the North Carolina Public schools who attends school part-time and works on a part-time basis at some craft or trade. In my opinion, such a person is not an "employee" within the meaning of that term as it is used in the North Carolina Minimum Wage Act and would not be subject to the Act.

Since the note I have on your question mentions the "\$1.00 per hour" minimum wage law, it may be that you were interested in the application of the Federal minimum wage law rather than the State minimum wage law, which requires minimum hourly pay at the rate of seventy-five cents per hour. The Federal law requires every employer to pay a minimum wage to his employees who are engaged in interstate commerce or in the production of goods for interstate commerce. 29 U.S.C.A. § 206. There is a long list of exemptions in the Federal law. 29

U.S.C.A. § 213. There are special provisions in the Federal statute for exemptions of learners and apprentices upon compliance with the statute and regulations regarding application for and issuance of special student-learner certificates. 29 U.S.C.A. § 214; Code of Federal Regulations, Title 29, §§ 520.1, *et. seq.* For more specific information on the applicability of the Federal minimum wage law to particular job situations, you may write to Mr. Julian E. Parker, Wage and Hour and Public Contracts Division, U. S. Department of Labor, Labor Building, Raleigh, North Carolina. — Attorney General, August 17, 1961.

Residence Basis for School Attendance

In reply to your recent inquiry: I refer to your letter of August 8, 1961, in which you say that a citizen and resident of County living with his wife and four children and operating a business in the County plans to purchase another residence within the City Limits of and to occupy the new residence with two of his children at least five days each week in order to enroll the two children living with him in the City Schools. This man will live during the week-ends at his country home where his wife and the other two children will live continuously and also during the summer months. He intends to change his voting place, resign from the County School Committee and to pay taxes within the City. The City taxation includes a special tax levy for schools.

You inquire as to whether or not the two children residing with their father in the home in should be permitted to enter the City Schools.

Unless otherwise assigned by a county or city board of education pupils are entitled to attend the schools in the district or area in which they reside. Under G. S. 115-163 it would seem to be a matter of residence unless the city board makes an assignment elsewhere which it can do under G. S. 115-176 where an agreement is entered into between the two boards of education of the administrative units involved.

This brings us to a discussion of the indefinite generalities pertaining to domicile and residence. You will find this discussed in HOWARD v. COACH CO., 212 N.C. 201, 203; OWENS v. CHAPLIN, 228 N.C. 705, 709; BAKER v. INSURANCE CO., 241 N.C. 397; SHEFFIELD v. WALKER, 231 N.C. 556; and BAKER v. VARSER, 240 N.C. 260.

In BAKER v. INSURANCE CO., supra, the Supreme Court said: "Students who are residents of the State do not become residents of the college community merely by occupying a room or apartment and attending classes. Such would seem to be the reasonable interpretation of the term 'residence'."

I seriously doubt if a person may establish a sort of constructive residence in an administrative unit for the mere purpose of sending his children to the schools of that unit when we know that his really serious domicile or residence is out in the county and is located in another administrative unit. To be able to do this would subvert all of the school assignment laws. It is a matter for the City Board of Education to decide under your advice. — Attorney General, August 17, 1961.

Lease of Park For Athletic Field

In reply to your recent inquiry: I refer to your rental or lease of park from Club.

I think that G. S. 115-131 applies strictly to school buildings, and I would doubt seriously its application to an athletic field. I do not think an athletic field would fall within the definition of a school building.

I do not think you should go into the field of expending funds for the maintenance and repair of this park. If you do this you will find that you have a permanent job on your hands regardless of the authority to spend money for such purpose. I think you would be authorized to increase the amount of the lease to a sum sufficient to have the repairs made by the Club and that this would be the better approach to the matter. — Attorney General, August 17, 1961.

LOOKING BACK

Five Years Ago

(N. C. Public School Bulletin, October, 1956)

Superintendent B. L. Smith of Greensboro has been appointed to membership on the Resolutions Committee of the American Association of School Administrators.

Changes in the method of selecting county board of education members were advocated recently by Dr. Roland Morgan, Superintendent of Mooresville City Schools.

Ten Years Ago

(N. C. Public School Bulletin, October, 1951)

Appointment of Charles R. Holoman of Kinston as an efficiency expert to check on the operations of the State public schools was announced recently by the Budget Bureau.

Fifteen Years Ago

(N. C. Public School Bulletin, October, 1946)

"There must be a period of scientifically and carefully controlled experimentation before fundamental changes in the present basis of rating teachers, for salary purposes, can be made or would be justified," the Governor's Merit Rating Study Commission says in its report which has just been completed and transmitted to Governor Cherry.

Twenty Years Ago

(N. C. Public School Bulletin, October, 1941)

Dr. George Howard, native of this State and a member of the State Department of Public Instruction from 1923 to 1925, has returned to North Carolina from the Canal Zone where he was Assistant Superintendent of schools, to become Field Agent of the Southern Association of Colleges and Secondary Schools.

Twenty-five Years Ago

(N. C. Public School Bulletin, October, 1936)

In line with a policy followed in many other states, we are inaugurating this month the NORTH CAROLINA PUBLIC SCHOOL BULLETIN.

There have been several staff changes in the administrative staff of the State Department within the past year: C. H. Warren has taken the place of H. L. Stanton as Supervisor of Industrial Rehabilitation; Catherine Dennis succeeded Susan Burson as Supervisor of Home Economics; and A. C. Davis has been added to the staff in the Division of Finance and Statistics left vacant by the resignation of F. D. Duncan.

Dr. Carroll Appointed To Southern Board

State Superintendent Charles F. Carroll was named by Governor Terry Sanford in early June to membership on the Southern Regional Educational Board.

Dr. Carroll was appointed to this Board for a four-year term expiring June 30, 1965.

1961 Television Workshop Featured by Top Leaders

Approximately 175 educators — superintendents, principals, studio teachers, classroom teachers — attended the five-day television education workshop in Chapel Hill, August 14-18, which was sponsored by the State Department of Public Instruction. The conference was featured by addresses, demonstrations, and workshop sessions in planning.

Among the highlights of the conference were discussions by Charles A. Siepmann, author of *TV and Our School Crisis*, and chairman of the department of communications in education at New York University; and by Theodore Conant, program consultant for the Fund for the Advancement of Education. The North Carolina program was explained by C. W. Phillips, director of the North Carolina in-school television experiment.

Program offerings and services of the State Department, as well as new procedures, were explained by John Hawes, supervisor of television education in the Department; and new developments in audio-visual tools were explained by Paul S. Flynn, supervisor in audio-visual education for the State Department. New developments in North Carolina were explained by Nile F. Hunt and Joe L. Cashwell of the State Department.

A half-day was devoted to the role of the studio teacher, the studio director, and the classroom teacher in television education, with Iola Parker, Mary P. Gordon, E. W. Young, Jo Taylor, and Peggy Mase leading the discussions. Classroom organization was discussed by William Richardson.

Lois Edinger, past president of the NCEA and former television teacher, stressed creative ways of improving television education in her keynote address. "The Team Approach to In-School Television" was discussed by a panel composed of television and classroom teachers.

MAKING TODAY'S NEWS

Charlotte-Mecklenburg — The County Commissioners and the Charlotte-Mecklenburg Board of Education decided today to form a businessman committee to study, evaluate and sell the need for \$8.4 million to meet school building requirements through 1965. *Charlotte News*, August 18.

Lexington — An educational idea new to Lexington will be put into effect throughout the coming school year with the inception of the In-School Television Instruction program. *Lexington Dispatch*, August 16.

Polk — Some 60 local chapter officers of the Future Homemakers of America attended an all-day training workshop at Tryon High School Wednesday. *Gastonia Gazette*, August 18.

Charlotte - Mecklenburg — Mecklenburg's public schools have been told to expect television channel 36 to bring them in-school telecasts from Chapel Hill on or about Sept. 1. *Charlotte Observer*, August 24.

Newton-Conover — Allen Rockwell Chrislip, Jr., who has taught for the past two years at Sudlersville, Md., has been employed as a speech correction instructor for the Newton-Conover school system. *Hickory Daily Record*, August 23.

Orange — The Orange County Board of Education has adopted a 40-hour work week for its school teachers in recognition of "Governor Sanford's recommendations and the public's expectation" of greater efforts for quality education to match the recently increased financial support. *Orange County News*, August 24.

Haywood — There were nine teachers in Waynesville Township High School this morning without a regular classroom, as the largest enrollment in history poured in for the opening day of school. *The Waynesville Mountaineer*, August 31.

Laurinburg — Laurinburg High School is commencing this year with two activity buses for its first time. Last week the high school was presented a brand new 41-passenger activity bus "by interested patrons" and with the help of funds which have been realized over recent years through the charge of a bus fee. *Laurinburg Exchange*, August 29.

BULLE

COMM
E BEAL

NOVEMBER, 1961

RALEIGH, NORTH CAROLINA

VOL. 1

In-Service Education Program To Stress Upgrading in Content Areas of Curriculum

Funds provided by the 1961 General Assembly for "the professional improvement of teachers now teaching in the public schools" are already being used under the supervision of Dr. James Valsame, coordinator of this special in-service education program, according to Dr. J. P. Freeman, director of the division of professional services in the State Department of Public Instruction.

"The basic objective of the program is to modernize the content and upgrade the teaching in the various areas of the curriculum. . . . Education and methods courses are excluded from the program," according to a bulletin recently issued by the State Department. The bulletin further explains, "It is suggested that the objectives of the program might be accomplished through carefully organized courses, institutes, seminars, and workshops. Participation in any of the programs may or may not carry college credit. If credit is involved, the program must be conducted under the supervision of an institution of higher learning."

Administrative units desiring to participate in such programs of in-service training are expected to make application to the division of professional services through the local superintendent on forms supplied by the division. It is anticipated that teachers with comparable needs and desires work in areas of greatest concern.

"The content of instruction shall be academically substantial and directly related to the interests and needs of the teachers enrolled in the program," according to the descriptive outline adopted by the State Board of Education at its Asheville meeting, October 7. "The number of sessions may vary, but a program must consist of a minimum of sixteen contact hours."

Reimbursement through local boards of education for in-service education programs is permissible under plans adopted by the State Board and described in detail in the descriptive outline. The General Assembly appropriated \$150,000 annually for the next biennium for the implementation of this program.

Newsletter Distributed To Language Teachers

Foreign language teachers in the State, beginning early in September, began receiving a regular newsletter plus other teaching aids from Mrs. Tora T. Ladu and Evelyn Vandiver, consultants in modern foreign languages for the State Department of Public Instruction. The first newsletter was distributed to all modern foreign language teachers October 1; prior to this, four additional bulletins were mailed.

The first newsletter includes sections on: the three- or four-year foreign language program in high schools, bulletins, language laboratories, new materials, and announcements.

Materials previously mailed to modern foreign language teachers include: suggested books for third- and fourth-year French and Spanish classes, suggested texts and materials for use in French and Spanish classes in the junior high school, a statement of policy concerning foreign languages in the elementary schools, and recommendations for expanding and improving foreign language programs.

State's Public School Insurance Fund Now Covers \$307,337,205 of School Property

School buildings and other school property in 97 of the 173 school administrative units are insured at \$307,337,205, according to a report on the Public School Insurance Fund submitted to the State Board of Education last month.

For the year ended June 30, 1961, the report showed, earned premiums totaled \$529,598.29, while interests earned on investments amounted to

Requests for the Descriptive Outline for North Carolina's Special In-Service Teacher Education Program, or for other specific information relative to this new program should be addressed to Dr. James Valsame, coordinator, division of professional services, North Carolina Department of Public Instruction, Raleigh.

Stay-In-School Committee Adopts Five Objectives

A Stay-In-School Committee, appointed recently by Governor Terry Sanford, met late in September and adopted five objectives as a program of action. These objectives are:

1. To study the extent and the effect of school drop-outs in North Carolina and to make public the findings of this study.

2. To see that all of the present truancy laws are enforced.

3. To analyze our truancy laws, to determine what personnel is available for enforcement of these laws, and to recommend any legislation which might be needed in this area.

4. To work with the State Board of Education, the Superintendent of Public Instruction, local school officials, local optimist clubs, and committees of interested citizens in every community to arouse the people of the State to the terrible loss, economic and otherwise, which North Carolina is experiencing through school drop-outs and to create public sentiment for keeping students in school, except in unusual cases, at least through high school.

5. To make to the governor from time to time such recommendations as the committee may feel are appropriate.

\$85,194.94, thus making a total income of \$614,793.23. Expenses for the year were: administration \$42,922.89, reinsurance premium \$27,547.68, and fire and other losses \$324,203.47, a total of \$394,674.04. Thus net profit for the year was \$220,119.19.

The Public School Insurance Fund was established by the General Assembly of 1949. During this 12-year period, average fire loss ratio has been 57-28 per cent. The Fund has now grown to \$2,574,901.18, having reduced insurance several times during the period and having repaid all but \$200,000 of the original \$2,000,000 borrowed from the State Literary Fund.

Fire and other losses were paid to 52 units during the fiscal year, ranging from \$6.65 in Buncombe County to \$85,500 in Nash County.

Superintendent Carroll Says . . .

(Excerpts from address to the NCEA Summer Leaders Conference, Mars Hill College, August 7, 1961.)

May I make four observations which seem pertinent to the many questions I have posed:

First, as you well know, there is an emerging demand not only for better education but for more education. The scope of education, even in recent years, has been noticeably extended. We now pay considerable attention to our exceptional children; we are now in the process of emphasizing industrial education centers and community colleges; and, reflecting our scientific, technological, and industrial developments with their requirements for continuous re-training, we are now surging ahead with a program of adult and continuation education.

Second, there is likewise an emerging concern for more thoroughness in education. This is exemplified in college, business, and industrial demands on our schools. It is exemplified in our efforts to work with gifted and talented youth. It is suggested by interest in the longer school day, the longer school year, more credits for graduation, and merit examinations. It is reflected in higher standards for promotion and in a more critical approach to requirements for high school graduation.

In the third place, securing and retaining sufficient personnel who are qualified to do an excellent job of instructing our youth is a problem which touches all the questions I have asked. The quality of instruction which goes on in the classroom is in direct proportion to the competency of the teacher. Genuinely good teachers are in demand all over the country. They have to be purchased in a competitive market, and I must say to you that the price tag is continually being marked up.

This leads me to my fourth observation. As effective answers are found to the questions I have asked, I am sure we shall find that education costs will continue to rise. There is no escaping this fact. At this very moment when we in North Carolina have the largest education budget ever, we must remember that education begets education, with the result that the program we want and intend to produce is going to result in demand for still more education and at greater cost. Adequate buildings, facilities, teaching materials, teachers, and the services necessary for quality education demand increasing amounts of money. We cannot, through wishful thinking, change this situation. In some nations of the world education has been accorded top priority. You and I agree that this is proper.

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CHARLES F. CARROLL
State Supt. of Public Instruction

Vol. XXVI, No. 3

EDITORIAL BOARD

November, 1961

L. H. JOBE, J. E. MILLER
V. M. MULHOLLAND

The only thing more expensive than education is ignorance.—Wm. C. Friday, President University of North Carolina.

Our progress as a nation can be no swifter than our progress in education.—President Kennedy.

No waste of resources can possibly be as costly as the undeveloped or untapped mental resources of man.—Norman Cousins.

Education is a friend which no misfortune can depress — no crime destroy — no enemy alienate — no despotism enslave. At home a companion, abroad an introduction; in solitude, a solace; and in society, an ornament. Without it, what is man?—a splendid slave, a reasoning savage.—Varle.

A university is a place where students learn not merely from the past but also through developing the capacity for and habit of independent thought.—Erwin N. Griswold, dean Harvard Law School.

Our way of life requires that we find a place in our educational system for the average student as well as for the genius or gifted.—President Leo W. Jenkins, East Carolina College.

A good teacher deserves a good room, and a good room of his own will often help an average teacher to become a good one.—Oliver W. Melchiar, Superintendent Garden City Schools.

Enough good teachers with reasonable teaching loads is the key to quality education in North Carolina for all children.—A. B. Gibson, Superintendent Laurinburg City Schools.

When I was young, I did not have an opportunity to go to school. You have the opportunity. Please make the most of it so you can make this a better world. — Bashir Ahmad, Pakistane camel driver.

Parents and Quality Education

Parents, too, have an important role in helping the schools of the State achieve quality education; for without the positive support of well-informed enthusiastic parents, the youth of North Carolina can never make maximum progress, no matter how excellent facilities, teachers, and methods may be.

It is essential that parents be well informed at all times concerning the objectives of the school; and, to the degree possible, they should be involved in determining these objectives. Parents must also know what the schools are doing to realize these aims. This implies that parents should be aware of the overall curriculum; that they should know as much as possible about the courses of study; that they should realize the nature of guidance and testing services; that they should be aware of the role of special classes; and that they should understand the function of extra-curricular activities. In addition, parents must know teachers and their responsibilities, and must be willing to confer and plan with them under many circumstances.

Aware of the general objectives of the school, well informed relative to the specific efforts of the school to attain these objectives, and knowing teachers and administrators reasonably well, parents are then capable of exercising much influence in the home. Such parents are able to display positive attitudes toward education in the home which likely will encourage wholesome attitudes among pupils toward remaining in school, toward the satisfactory accomplishment of homework, toward sensible attitudes relative to extra-curricular activities, and toward individual excellence in school work. When students realize that parents are aware of these factors, the general atmosphere for respecting education is at its best.

Such parents are likely, in most instances, to experience little difficulty in successfully encouraging homework, in cooperatively arranging satisfactory programs of extra-

curricular activities, in scheduling part-time work, in agreeing upon the importance of school time, and in agreeing on policies for using the family car, or for using the student's own car.

In striving toward the willing cooperation of students in the achievement of the best of which they are capable, parents exercise their most important role in constantly encouraging pupils to do their best. Effective encouragement implies cooperative, constructive planning between the students and parents, each of whom shows genuine respect for the other. Parents who are well informed about the schools, who participate in grass-roots thinking about the schools, and who honestly attempt to cooperate with the schools by encouraging their own children to do their best, are then able to offer constructive suggestions for the continued improvement of schools.

Rules and regulations of a negative nature concerning the use of the telephone, television, the automobile, as well as concerning movies and dates; excessive promises and rewards for good marks; excessive restrictions and punishment for poor marks; uncomplimentary comparisons among students — these approaches, though they may sometimes be deemed necessary as a last resort, usually almost never foster a student's best effort.

Parents must also know the nature of the entire community, especially the nature and functions of those organizations which purportedly exist for the benefit of youth; and in some way, parents and educators must cooperate with these institutions and agencies in seeing to it that youth are not exploited, that they are not overstimulated, and that their lives do not become too full of meaningless activity.

Quality education, in large measures, is dependent upon quality parents just as much as upon quality teachers and quality instruction.

Personally Yours

Statewide insistence on quality education will be effective primarily to the degree that instruction is personalized and individualized.

This premise caught the fancy of educators long before the Christian era and found zealous advocates during the Renaissance. In modern times, emphasis on the concept of individual differences as the basis for sound learning has been thoroughly explored at the theoretical level by thousands of educators and successfully applied by many. Yet, instruction, by and large, is still planned in terms of fairly large groups. It should be remembered that all learning is basically individual, though most of it best takes place within the group.

Personalized or individualized instruction basically implies sufficient motivation on the part of pupils that on-going activities are understood, appreciated, and carried out with intelligence and enthusiasm. When learning experiences have meaning for pupils, education is personalized; and in such a setting the individual is able to move forward at his own rate. In such a setting progress is inevitable, for the pupil senses the worthwhileness of education; and because of his personal interest and enthusiasm for achieving the best of which he is capable, he frequently surprises himself with his accomplishments.

Individualized instruction in the modern school should *not* imply private tutoring, as it were, nor should it imply that each pupil at all times will be engaged in individually different activities. After all, the many common likenesses among youth demand that these, too, be a partial basis for planning effective instruction.

Personalized education does mean that expectancy levels must vary for different students; that assignments must be on the curve; that student ideas are respected as they engage in activities which to them have personal meaning; that more and

(Continued on page 4)

Enrollment In Southern Colleges Increase

Southern colleges and universities will enroll nearly 934,000 students this fall, the anticipated increase for this academic year being more than seven per cent, according to a survey released recently by the Southern Regional Education Board.

Based on 82 replies from a sample of 94 colleges and universities, the survey obtained estimates of enrollment expected this fall, spaces yet available, changes in entrance requirements, and changes in tuition.

The SREB sample included approximately 16 per cent of all institutions of higher education in the South. "Although some institutions (particularly junior colleges) may have difficulty in estimating their fall enrollment, the majority of them can be fairly precise in their estimates," the Board points out.

The largest increases in enrollment are expected by the junior colleges, which anticipate a 12 per cent rise as compared with an 8 per cent increase expected by four-year colleges and only a 6 per cent increase in university enrollment. "This pattern is consistent with national experience of the past few years—junior colleges have grown more rapidly than average, and universities have grown more slowly," the SREB study notes.

Some difference in enrollment increases is anticipated by the private

colleges, at 9.8 per cent, and the public ones, at 6.0 per cent. In general, the expected increase in freshmen enrollment is greater than the expected upperclassmen increase (12.1 per cent as compared with 9.5 per cent). However, for the private four-year colleges, the opposite is the case with an expectation of three per cent less increase in freshmen than in upperclassmen.

The private institutions expect a larger increase in the enrollment of women than men. "This is especially true of the larger private colleges, where the expected increase of women students is more than twice as large as the expected increase of men," the SREB reports.

The majority of colleges and universities in the sample reported no changes in entrance requirements this year. About one-third of the sample institutions reported they had raised standards; no one reported lowering them. Examples of change include introduction of entrance examinations (in about 14 per cent of the institutions) and requirement of better high school records or test scores or both (in 17 per cent). Higher admission standards were most often reported by the public four-year colleges.

Students and their parents will have to pay more for a college education this fall at many institutions. About 56 per cent of the institutions reported some increase in tuition this year as compared with last year. The largest increases are in the public and private four-year colleges (increasing 13.9 per cent, and 9.9 per cent, respectively), and in the public universities (6.8 per cent).

Voters Lack Interest In School Tax Elections

Less than two voters out of five have shown sufficient interest in school bond and tax elections to cast their ballot in the 12 years preceding 1960, the U. S. Office of Education reported recently.

The Office of Education said that a Cooperative Research study which it financed and which was conducted by the School of Education and the Institute for Communication Research of Stanford University reveals that the average turnout for a school financial election during this period was only 36.3 per cent of the eligible voters in each district.

The turnout was greater in elections where issues were defeated in both bond and tax elections, regardless of the size of the school district.

These findings were based upon questionnaires submitted to superintendents of all school districts with annual enrollments of at least 150. These districts accounted for 97 per cent of all public school pupils.

Generally speaking, the turnout was largest in small districts. It was greater in medium-sized districts than in large districts. There is no reason to think, the report said, that public interest has increased to any extent in recent years.

Lack of interest in school financial elections is largely due to the feeling of a great many voters that school problems are so complicated they cannot hope to decide whether the issue should be accepted or defeated, the study said. A copy of this report may be obtained from the U. S. Government Printing Office, Washington, D. C., at a cost of 20 cents.

Personally Yours

(Continued from page 3)

more time be found for independent, responsible effort on the part of students; that self-evaluation become a natural part of the learning process; that long-range goals give meaning to day-by-day efforts; and that the desire for individual excellence continually be fostered in all that the school, the home, and community attempt to do for the benefit of youth.

Quality education can be no more than an empty phrase until educators apply what is so well known about the pupil and how he learns. More than anything else, the pupil must sense purpose in what he is doing. When this takes place, education is on its way to being personalized and individualized.

The Profession

Professional status for teachers must start with the teachers themselves. Dr. J. Lloyd Trump recently told a conference of the Illinois Secondary School Principals Association. He said that many teachers "apparently regard their work as more of a job than a profession. Many do not belong to professional organizations or take part in professional activities. Much must be done first to create in the minds of teachers a self-image of a professional person. Secondly, communities will have to be educated to this point of view. The second will follow the first almost automatically. The first efforts must be within the profession itself."—Education Summary.

Regional NCEA Meetings Attract 15,000 Educators

Ten regional meetings of the North Carolina Education Association were held throughout the State, beginning September 19 in Washington and concluding October 20 in Durham. More than 15,000 teachers attended these one-day sessions, which constituted the 39th Annual Convention of the NCEA.

General sessions and special study groups centered their thinking this year around the theme of "A Profession Dedicated to the Science and Art of Teaching."

Outstanding speakers at the general sessions of these meetings included Governor Terry Sanford, who spoke at the South Piedmont District meeting in Kannapolis on October 3, and Dr. Charles F. Carroll, State Superintendent of Public Instruction, who addressed the Western District meeting on October 13 in Asheville.

Other guest speakers for the general sessions included Joseph W. Hobbs, superintendent of the Mason County schools in Illinois, who spoke at district meetings in Washington, Greenville, Boone, and Hickory on the topic, "And Gladly Teach"; Judge Harold Caldwell Kessinger, past president of the United States Chamber of Commerce and a New Jersey jurist, who spoke at the Southeastern District meeting in Fayetteville on "Architects of a Better World"; Philip Lovejoy, General Secretary of Rotary International, who addressed the Central District meeting in Asheboro on "The Human Factor in Education"; Dr. Ernest K. Emurian, Minister of the Elm Avenue Methodist Church in Portsmouth, Virginia, who addressed the North Central District meeting in Winston-Salem; and Dr. Marguerite J. Fisher, associate professor of political science in Syracuse University, who addressed the East Central District meeting in Durham on October 20.

Appearing on each program throughout the State were presidents of the regional districts; Superintendent Charles F. Carroll; Dr. A. C. Dawson, NCEA executive secretary; Dr. Lloyd Y. Thayer, NCEA president; and Bert Ishee, Director.

Divisional and departmental meetings were held during the lunch hour and during the afternoon sessions, at which times professional programs were presented and officers for the coming year were elected.

Three of Five NDEA Borrowers Plan Teaching

Preliminary results of a survey by the U. S. Office of Education indicate that three out of every five college students who have borrowed money under the National Defense Education Act of 1958 are planning to teach, thus fulfilling one of the major goals set by Congress in passing the Act, Secretary Abraham Ribicoff said recently. In contrast, among college students generally, only about one in four actually enter teaching.

Congress set up the Student Loan provisions of the Act to encourage college students to teach in public elementary and secondary schools after graduation. To bring this about, the Act provides that 10 per cent of each loan is forgiven for each year — up to a total of five — spent teaching. This means that the recipient can have half his loan cancelled in return for teaching five or more years.

The Office of Education had loaned about \$120 million to 230,000 college students and postgraduates as of June 30, Secretary Ribicoff said. The actual money available, however, was at least \$133 million since the Act obliges col-

leges and universities making the loans to add at least one dollar of their own for every nine dollars expended by the Office of Education.

Another major objective, Secretary Ribicoff pointed out, is to make it financially possible for more high school graduates to enter college and for more college students to graduate.

"That it is indeed accomplishing this and meeting a real need among our young people appears certain from the fact that five out of every seven student borrowers come from families with incomes of no more than \$6,000 a year," the Secretary commented.

"In addition, nine out of every 10 borrowers indicated that it was the availability of student loan funds that made it possible for them to start or continue their college education. Yet the amounts of the individual loans have remained generally small. The recipients will not leave school burdened with debt. Although the program has now been in practical operation for more than 2 years, 9 out of 10 borrowers so far owe less than \$1,000 for their education," he said.

Study Shows Outlook For Good Grades Brighter Than For Their Parents

School children today enjoy a brighter prospect for good grades than did their parents, thanks to scientifically developed lighting in modern school buildings.

A study by The Nation's School, a professional magazine for schools administrators, has found that most schools today are well lighted, especially when compared to schools of a few years ago with "a few bare incandescent bulbs, dark finishes and general gloominess."

"Recognition of the importance of better visual conditions is evidenced by attempts through the years to increase the amount of light in school-rooms by both natural and artificial means," writes Wilfred F. Clapp, one of the participants in the magazine's study of school lighting.

Clapp, assistant superintendent of the Michigan State Department of Public Instruction, notes, however, that brightness alone is not the com-

plete answer and that unwarranted high brightness and contrasting low brightness must be avoided.

The magazine study gives much of the credit for better school lighting to research for establishing proper ratios for brightness contrast and to industry for developing methods and materials to minimize glare.

The magazine points out that glare is one of the biggest problems facing architects, lighting engineers and educators in obtaining proper school lighting conditions.

Architects and engineers, however, found that glare can be designed out of schools by controlling the sources of high brightness and the reflection from walls, floors and other interior surfaces.

The study, printed in the September issue of The Nation's Schools, includes articles on lighting principles, research, design, renovation and maintenance.

McNeely Interprets Youth Fitness Program To SDPI and N. C. College Personnel

Simon A. McNeely, Director of Federal-State Relations on the President's Council on Youth Fitness, addressed members of the State Department of Public Instruction October 9 on specific recommendations of the comprehensive health and physical fitness program being sponsored by the President's Council under the direction of "Bud" Wilkinson. McNeely also spoke to college personnel throughout the State interested in health and physical education at the new gymnasium on the State College campus on the same date.

McNeely, in interpreting the President's program, emphasized the fact that all schools should provide a curriculum based upon the health needs of children and youth. Moreover, he stated that student health learnings should be planned progressively in terms of interests and abilities.

"Regular instruction in health and safety education should be offered in all grades of the elementary school and appropriate text and instructional materials should be provided," declared McNeely. "At the junior and senior high school levels, specific courses in health and safety education should be introduced and appropriate texts and instructional materials should be provided."

McNeely also emphasized the fact that all elementary teachers should be properly prepared to teach health and safety education and that health education teachers in high school should have a major in health education or an undergraduate minor in health education, supplemented by additional graduate study in that field. McNeely stressed the importance of utilizing health resources within the community; he emphasized particularly the need for continuous in-service training among teachers.

In the area of physical education, he made the following suggestions:

- In grades 1-6 physical education should be offered one period per day each day in the week. This period should be a minimum of 30 minutes, exclusive of recess and time spent in dressing and in showering.
- In grades 7-12 physical education should be offered one standard class period per day, each school day.

Thomas C. Key Resigns To Join Durham Firm

Thomas C. Key, administrative officer in the division of auditing and accounting with the State Board of Education, resigned his Raleigh position, effective October 20, to accept a newly created position at Liggett and Myers Tobacco Company in Durham.

Key, who has been with the Department for four years, has worked primarily in general bookkeeping, accounting, and in the filing of Federal reports in the vocational education program. More recently he has been responsible for the application of the State salary schedules for teachers, principals, and supervisors in processing the operating budget of each administrative unit.

In his new position, Key will be associated with the "Orders Department," which has recently moved its headquarters from New York City to Durham. He will work directly with Marlon Byrd, general manager of the Durham office. Mrs. Key is associated with the IBM division of Liggett and Myers.

The Keys will continue to make their home in the Lowe's Grove community in Durham County.

- Maximum class size should not exceed 35 pupils unless special organization and leadership make possible the effective handling of larger groups.
- The teaching load should not exceed 200 pupils per day and this workload should be adjusted in terms of those who direct extra-class and complementary programs.
- There should be a sufficient number of teaching stations to handle one-sixth of the pupil population at one time. These stations should include gymnasiums, swimming pools, tennis courts, and other indoor and out-door facilities.
- There should be sufficient instructional and fitness testing equipment and supplies so that all students can be kept active in each class.
- Qualified specialists should be available to teach physical education to both boys and girls in the secondary schools. In situations

A and H Department Issues Publications For Schools

Many publications suitable for use in the public schools have been issued by the State Department of Archives and History.

These publications, according to Mrs. Memory F. Blackwelder, head the Department's Division of Publications, are based on documentary materials and depict in more detail phases of North Carolina history not usually found in textbooks. Specimen titles of some of these pamphlets are: *Indians in North Carolina*, *Picturebook of Tar Heel Authors*, *North Carolina in the American Revolution*, *North Carolina in the Mexican War*, *Pictures of the Civil War Period in North Carolina*, *Pirates in Colonial North Carolina*, *The Wright Brothers and the Airplane* and *North Carolina Almanak*.

The Department also issues books which include various documents and other historical material. Among these are the volumes containing the letters, addresses and other papers of recent North Carolina governors.

These various smaller publications may be secured in kits or singly. A list with prices may be obtained by writing Mrs. Memory F. Blackwelder, head, division of publications, Department of Archives and History, Raleigh, N. C.

in which classroom teachers are responsible for physical education in the elementary schools, adequate consultative assistance by a specialist should be provided.

- A textbook for pupils used in physical education and in grades 7-12, as well as other reference materials and teaching aids should be provided.
- Marking systems and arrangements for credit in physical education should be comparable to those in other subject matter areas.
- Band, ROTC, athletic programs, and other extra-class activities should not serve as substitutes for physical education. An athletic program alone does not constitute a basic program in physical education.
- A comprehensive program of intramural sports and inter-scholastic athletics should be strongly stressed in terms of the total program of the school.

School Use of TV Jumps

Nearly one-third of new high schools being started this year — excluding those in large metropolitan areas — will have equipment for closed circuit television, according to a survey reported in the April issue of *SCHOOL MANAGEMENT* magazine.

Figures show that 30% of new secondary schools in districts with between 600 and 12,000 students are installing closed circuit facilities. The largest percentage is found in districts ranging from 1,200 to 3,000 students. None of the contacted districts with less than 600 students has plans for closed circuit systems.

The survey reported only on schools planning closed circuit facilities. Those that were installing sets to pick up broadcasts of commercial or educational television stations were not included. If they had been included, the ratio would have shot up well past 50%.

According to the magazine, schools are slow to accept new inventions. It usually takes 15 years to get 3% of the schools to use a new "tool." The others usually follow within another 20 years. Educational TV, however, was found to have reached the 15-year-3% level in only five years. Thus, in terms of trend, it is growing rapidly.

"Now See Hear," Audio-Visual Handbook, Distributed to Educators in State

Guides for the "North Carolina Audio-Visual Administrator," a bulletin issued by the State Department of Public Instruction, was distributed to schools throughout the State early in September. This advisory manual was prepared by Paul S. Flynn, supervisor of audio-visual instruction in the State Department, in cooperation with audio-visual directors, librarians, classroom teachers, supervisors, and superintendents throughout North Carolina. "Wise use of this bulletin should do much to improve the instructional program in North Carolina," declared Superintendent Charles F. Carroll.

Contents of this bulletin include chapters on the following topics: the administrative unit audio-visual program, services of the administrative unit audio-visual center, functions and qualifications of the audio-visual director, the individual school instructional materials center, functions and qualifications of the audio-visual building coordinator, responsibilities for the

Merit Scholars Achieve Distinguished Record

America's first class of Merit Scholars achieved a distinguished record of academic and extracurricular leadership in college, the National Merit Scholarship Corporation has announced in its 1960 annual report, recently made public.

The report details the college attainments of the Merit Scholars selected in 1956, surveys the developments of the Merit Program in its first five years, and summarizes some of the preliminary findings of the Corporation's research studies of talented students, their backgrounds, and their ambitions.

Almost 80 per cent of the 461 Merit Scholars who received their degrees in 1960 or before were graduated with academic honors, the report reveals. The 40-page publication, "A Pledge to the Future," also reports that:

- More than 60 per cent of the graduates were elected to one or more national academic honor societies.
- Almost all graduates were active in extracurricular organizations, and nearly one in five won national or campus honors for student leadership.
- Three out of four former Scholars are now enrolled in graduate or

professional studies, and nearly eight out of ten of them hold a fellowship or assistantship.

- All but 10 of the 555 students in the first class are expected to obtain a college degree.

"These statistics take on added significance," the report says, "when two important considerations are recalled.

"First, these young men and women were selected from a wide variety of family social, economic, geographical, and educational backgrounds. Second, they chose their own colleges and curricula, and most of them elected to enroll in colleges where competition is keen, and in demanding courses of study."

Of the 555 Merit Scholars who entered college in 1956, 37, or more than six per cent were graduated in less than four years and 425 received their degrees on schedule.

The scholarships of 17, or three per cent, are presently terminated for academic reasons. An additional 15 students withdrew from college for personal, non-academic reasons. Of the 32 terminations and withdrawals, all but 10 are expected to obtain a college degree.

The remaining 62 students will be late graduates, primarily because they are working on two degrees concurrently, are enrolled in five-year programs, and the like.

National Society Announces New BULLETIN

From the National Geographic Society this year comes a new and improved *Geographic School Bulletin*.

Designed to bring to students in the higher elementary grades a better understanding of their world—an undertaking never more important than today—the Bulletin will have a new format and new features.

Some of this year's improvements are larger, more readable type; simpler writing, and new techniques of reinforcing learning through play, such as subject matter crossword puzzles.

The publication is obtained by writing the School Service Division, National Geographic Society, Washington 6, D. C. Subscription rate is \$2.00 for the thirty issues, October 2, 1961, to May 14, 1962.

State School Facts

Pupils Stay in School Longer; More Graduate

Of Each 1,000 Whites Who Entered First Grade in 1949-50,
500 Completed High School in 1960-61; Of each 1,000
Negroes Who Entered Same Year, 275 Graduated in 1960-61

Exactly half of each 1,000 white pupils and slightly more than a fourth of each 1,000 Negro pupils who entered the first grade in 1949 completed the grade by grade requirements and graduated from high school twelve years later in 1961.

The number of pupils not promoted plus the number who dropped out of school after they had enrolled were included in the 500 white and 725 Negro children of each 1,000 who entered in 1949 but who did not graduate in 1961. Some of those who were not promoted remained in school, repeated work failed, and in the end completed the twelve-year course of study by taking 13, 14, or perhaps 15 years. Since this pattern is common to each year, however, the number enrolled for each grade balance out in the end. Drop-outs appear to be the primary reason why students fail to complete the twelve-year program of studies in the scheduled time.

Table 1

Table I shows the progress through the grades, white and Negro separately, of each 1,000 pupils who entered the first grade for each of the years from 1935 to 1949. (For those who do not wish to use the 1,000 as a base, these figures may be transposed into percentages by inserting a decimal point between the last two figures. For example, counting the 1935 first grade as 100.0 per cent, and following the line to the right, it is noticed that 77.7 per cent of those who entered this first grade were in the second grade a year later, 74.5 per cent in the third grade two years later, and so on, until

since 1949 may be expected to graduate from high schools as the years go by until a static situation develops for the number of those graduating.

Table II

This table shows the percentage distribution of pupils by grades, white and Negro separately, for certain selected years: 1954-55, 1959-years: 1944-45, 1949-50, 60, and 1960-61. Percentages are also shown for the total enrollment in the elementary and high school grades for each of these years.

It will be observed from this table that the percentage division between elementary and high schools for 1960-61 was approximately 75-25 in the case of white pupils and 79-21 in the case of Negro pupils. The significant phase of this table, however, is the marked change in this distribution in the case of both races since 1944-45. In fact, the grade by grade change over the years since 1944-45 indicates an improvement in the holding power of the schools. Children are really staying in school longer; and a larger percentage, as pointed out from table I, is attending and graduating from high school.

Table III

Table III presents grade enrollments for the public schools of the State, white and Negro pupils separately, for 1934-35 and certain other subsequent years. These figures indicate in another way the trends in grade distributions and in the greater holding power of the schools. For example, note the 1960-61 figures as compared with those for 1944-45, 1949-50, or for any other preceding year. There were, for whites, in 1960-61 nearly as many

I. GRADE SURVIVALS OF EACH 1,000 FIRST GRADE PUPILS ENROLLED, 1935-36 — 1960-61

Entering Year		Grade											Graduated	
1	2	3	4	5	6	7	8	9	10	11	12	No.	Year	
WHITE														
1000	777	745	716	691	646	582	491	421	341	288	253	229	1947	
1000	796	771	744	712	663	592	506	436	363	303	266	244	1948	
1000	812	780	754	720	664	593	514	471	393	328	286	267	1949	
1000	820	783	762	718	655	590	531	488	413	340	307	287	1950	
1000	837	806	777	730	665	619	556	518	428	367	327	304	1951	
1000	848	807	778	724	686	639	583	539	461	390	332	313	1952	
1000	858	814	780	753	701	663	616	575	484	403	363	333	1953	
1000	872	830	815	783	744	706	660	618	518	436	382	360	1954	
1000	871	864	846	819	778	751	699	648	553	465	412	390	1955	
1000	908	882	865	838	812	786	732	681	592	507	444	417	1956	
1000	894	873	853	829	816	783	737	696	607	513	448	419	1957	
1000	917	897	886	872	845	818	770	735	637	536	467	438	1958	
1000	920	908	899	885	863	842	806	764	664	561	499	465	1959	
1000	947	930	914	899	880	861	830	792	694	598	523	488	1960	
1000	948	927	908	892	876	858	823	799	710	605	536	500	1961	
1000	958	943	929	912	906	891	857	838	732	619	.....	.....	.....
1000	967	956	942	933	916	910	882	859	747	.....	.....	.....	.....
1000	977	963	947	932	918	912	881	869	.....	.....	.....	.....	.....
1000	963	946	923	907	891	884	856	.....	.....	.....	.....	.....	.....
1000	977	965	947	940	926	927	.....	.....	.....	.....	.....	.....	.....
1000	973	962	949	943	932	.....	.....	.....	.....	.....	.....	.....	.....
1000	980	971	961	954	.....	.....	.....	.....	.....	.....	.....	.....	.....
1000	983	974	964	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1000	976	965	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1000	977	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NEGRO														
1000	445	407	387	340	299	256	191	147	110	87	70	61	1947	
1000	460	427	400	353	304	255	204	154	121	98	79	69	1948	
1000	473	432	411	374	312	262	214	170	133	100	88	79	1949	
1000	481	445	415	364	312	266	230	191	149	116	96	88	1950	
1000	504	470	431	379	330	286	247	210	163	135	111	98	1951	
1000	529	498	459	399	351	309	274	233	191	156	124	111	1952	
1000	555	524	484	429	385	344	303	262	217	173	142	129	1953	
1000	577	544	515	465	421	374	340	302	242	200	163	147	1954	
1000	588	561	531	486	454	408	372	324	264	216	178	161	1955	
1000	635	609	583	535	495	453	411	365	297	244	200	183	1956	
1000	639	616	588	551	510	471	428	384	319	260	210	192	1957	
1000	664	635	621	579	541	506	461	423	347	279	231	212	1958	
1000	689	666	656	614	577	540	500	458	372	306	257	232	1959	
1000	739	713	677	644	610	579	536	490	377	341	279	255	1960	
1000	774	732	708	675	642	608	564	528	439	362	298	275	1961	
1000	791	763	739	707	674	635	589	564	465	381	.....	.....	.....
1000	818	799	774	741	702	672	638	610	506	.....	.....	.....	.....
1000	860	839	812	780	743	706	663	638	.....	.....	.....	.....	.....
1000	885	868	840	806	777	745	667	.....	.....	.....	.....	.....	.....
1000	887	858	820	791	760	732	.....	.....	.....	.....	.....	.....	.....
1000	894	866	840	812	779	.....	.....	.....	.....	.....	.....	.....	.....

grades for any one grade or for the graduating class is read downward from the top.

This reading downward by column reveals that perhaps for the second and third grades a static situation has resulted; that is to say that from 96 to 98 of each 100 white pupils who enter the first grade survive for the second grade, and that from 95 to 97 of the original 100 survive for the third grade. In other grades, however, the survival rates are gradually improving, and so a greater percentage of those who have entered first grade

III. GRADE ENROLLMENTS IN PUBLIC SCHOOLS, 1935-36 TO 1960-61

WHITE PUPILS																
GRADE	1935-36	1939-40	1944-45	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	1955-56	1956-57	1957-58	1958-59	1959-60	1960-61	
1	93,024	80,002	70,307	76,539	70,317	67,769	70,892	88,948	80,815	76,720	73,497	74,496	76,784	76,831	77,752	
2	71,947	68,650	63,085	66,657	72,541	67,391	65,512	69,288	85,629	78,977	74,649	72,054	73,320	74,918	75,051	
3	68,586	65,306	62,508	63,083	65,460	70,956	66,292	64,772	68,280	84,149	77,989	73,768	71,356	72,620	74,082	
4	68,833	62,996	61,769	60,976	62,463	64,311	69,498	63,306	63,872	67,111	82,107	76,511	72,787	70,635	71,908	
5	66,478	64,239	57,606	58,743	60,038	61,457	63,298	68,283	64,742	63,208	66,106	80,668	75,984	72,358	70,092	
6	59,908	59,805	53,202	57,098	57,163	58,179	59,988	61,971	67,011	63,705	62,082	65,088	79,222	74,807	71,538	
7	52,683	53,830	49,348	54,406	55,227	54,847	56,302	58,496	60,643	65,653	62,648	61,680	64,631	78,648	74,929	
8	*47,040	*51,211	43,038	49,766	50,477	51,477	51,616	53,020	56,008	58,407	63,012	60,243	59,797	62,429	76,156	
Ung.	648	1,503	730	398	388	290	353	379	476	457	482	378	719	1,081	1,434	
Total Elem.	482,107	456,331	461,683	487,666	494,258	496,677	503,751	530,463	547,476	558,387	562,572	564,986	574,600	584,327	592,942	
9	36,726	42,862	36,934	45,520	46,587	46,938	47,991	48,718	50,580	53,107	53,764	61,145	58,922	58,192	61,461	
10	28,757	36,442	31,772	38,307	39,018	40,050	41,620	42,535	44,329	46,113	48,837	54,329	51,460	50,648	50,648	
11	22,860	30,360	24,524	29,394	31,055	31,924	32,833	33,686	35,623	35,915	36,890	38,987	42,100	46,316	43,536	
12	.....	2,041	7,591	25,680	26,196	26,489	27,975	28,778	29,878	31,206	31,346	32,130	34,643	36,825	41,025
Ung.	1,081	520	117	165	102	35	22	19	18	22	46	36	118	52	17	
Total H. S.	136,464	163,436	100,938	137,501	142,247	144,404	148,871	152,821	158,634	164,074	170,159	181,135	190,112	192,845	196,687	
Total White	618,571	619,767	562,621	625,167	636,505	641,081	652,622	688,284	706,110	722,461	732,731	746,121	764,712	777,172	789,629	

NEGRO PUPILS																
1	76,797	66,677	48,315	42,129	39,666	37,085	36,553	40,461	40,580	39,759	39,237	39,906	39,686	30,190	39,406	
2	35,072	34,192	31,298	31,594	32,597	31,371	30,350	31,440	35,106	35,908	35,556	35,586	36,381	35,823	35,759	
3	33,325	31,429	30,700	29,943	30,477	30,855	30,281	29,641	30,664	34,004	34,829	34,418	34,277	35,049	34,491	
4	30,377	29,524	29,513	28,824	29,234	28,950	29,811	29,303	28,699	29,698	32,622	33,288	33,410	33,166	34,156	
5	25,894	26,116	25,559	26,596	26,896	27,372	27,538	28,421	28,044	27,470	28,501	31,444	32,119	32,276	32,259	
6	20,920	23,063	22,018	23,896	24,636	25,105	25,705	26,075	27,048	26,751	26,048	27,141	30,156	30,848	30,974	
7	17,663	19,842	18,885	21,710	21,891	22,731	23,471	24,061	24,731	25,599	25,171	24,908	25,809	28,921	29,700	
8	*12,106	*15,327	15,587	19,216	19,823	19,847	20,693	21,402	22,288	22,905	23,752	23,377	23,651	24,227	27,004	
Ung.	756	516	188	230	377	398	262	332	369	393	352	123	312	519	679	
Total Elem.	240,804	231,359	222,063	224,138	225,597	223,714	224,664	231,136	237,529	242,487	246,068	250,191	255,801	260,019	264,428	
9	7,844	10,698	11,336	16,313	17,026	17,254	17,633	18,538	19,633	20,426	20,949	22,224	22,360	22,610	23,336	
10	5,484	7,811	8,480	12,221	13,238	13,668	14,067	14,344	15,420	16,101	16,592	17,242	18,494	18,755	18,755	
11	3,965	5,717	6,467	8,997	10,018	10,568	11,284	11,484	11,807	12,537	12,965	13,620	14,558	15,243	15,106	
12	.....	45	1,850	6,834	7,373	7,960	8,683	9,213	9,505	9,905	9,670	10,128	11,457	11,923	12,566
Ung.	1	5	9	75	20	24	70	67	71	65	54	68	75	1	9	
Total H. S.	29,400	39,603	28,142	44,440	47,675	49,474	51,737	53,646	56,436	58,799	60,688	63,875	66,944	68,221	69,772	
Total Negro	270,204	270,962	250,205	268,578	273,272	273,188	276,401	284,782	293,965	301,286	306,756	314,066	322,745	328,240	334,200	
Grand Total	888,775	890,729	812,826	893,745	909,777	914,269	929,023	968,066	1,000,075	1,023,747	1,039,487	1,060,187	1,087,457	1,105,412	1,123,829	

* Included in high school this year; change to S-4 plan in 1943-44.

* Included in high school this year; change to 8-4 plan in 1943-44.

Public Opinion Poll in Wilson City Unit Indicates Thinking of People About Schools

What do good schools look like?

What do you think schools could do?

Two public opinion polls centering around these questions were conducted recently by the Wilson City Schools as a part of a coast to coast survey conducted by the Associated Public School Systems, the Central School Study, and the Metropolitan School Study Council.

Results, according to Superintendent George S. Willard, are rather revealing. "Responses in the first poll seem to indicate liberal and progressive thinking in some areas and conservative thinking in other areas. There is a strong suggestion that the term 'quality education' may not carry the same connotation for all people.

"In the second poll", Superintendent Willard said, "it appears that the big majority of our parents and other citizens have great confidence and faith in what schools *can* accomplish."

In the first poll, 234 citizens were asked to consider conditions that they might find if they visited a school, and then to indicate in each instance whether they would be pleased or displeased. To these twenty conditions from 205 to 218 responses, "pleased" percentages were as follows:

- 99%—Children enjoying school very much.
- 88%—Placement offices helping students to secure employment.
- 85%—Students facing and solving real-life problems in school.
- 85%—Pupils and teachers seeking and discussing all available facts on controversial issues.
- 83%—Students developing their memories by memorizing poems, names of presidents, and dates in history.
- 80%—Schools spending time during the regular school day on music, art, and clubs.
- 79%—Students reading and discussing daily newspapers in school.
- 78%—Children taking trips to farms and factories during the regular school day.
- 70%—Schools placing a great emphasis on marks and grades.
- 65%—High School girls assisting teachers with kindergarten children.
- 65%—Children memorizing parts of the Constitution as one of the best ways of developing

patriotism.

- 60%—High school students getting work experience during the school day in community banks, stores, and factories.
- 57%—Many classes where you can hear a pin drop.
- 57%—Most high school students taking Latin, whether they are going to college or not.
- 54%—Schools recognizing that book knowledge sticks better than knowledge gained in clubs, activities, and plays.
- 50%—Schools recognizing that reading books written by the great thinkers is the best way to learn how to think.
- 44%—Schools in which education is based entirely on lectures by the teachers, textbooks, homework, and recitations by the students.
- 37%—Children marching between classes, supervised by teachers.
- 28%—Students learning arithmetic entirely from a textbook without such activities as operating a school store or school bank.

On the second poll from 207 to 212 citizens as to what they thought the public schools could do, that is if they were using the best practical methods of instruction they knew about, over a period of time, the "much" and "very much" response percentages on 16 points were as follows:

- 93%—To produce an American people who can vote critically and intelligently.
- 93%—To give the American people an understanding of and respect for law.
- 92%—To give youngsters an understanding of what is required of them as young people and later as adults in happy home and family living.
- 91%—To produce an American people who can "see through" propaganda and misleading information.
- 88%—To aid students to select the vocation for which they are best suited.
- 85%—To improve the physical health of youngsters.
- 83%—To improve the mental health of youngsters.

Valsame To Coordinate New In-Service Program

Dr. James Valsame, a native of Brevard, joined the division of professional services in the State Department of Public Instruction on October 2 as coordinator of in-service education, a position made possible by the 1961 General Assembly.

In this position, Dr. Valsame will assist in modernizing the content and upgrading the teaching in the various areas of the curriculum. Emphasis will be placed on gaining greater depth of knowledge and understanding in subject matter areas. Education and methods courses are excluded from the program.

Valsame received his bachelor's degree from Wake Forest College in education; his M.Ed. degree from the University of North Carolina in secondary education; and his D.Ed. from UNC in administration and supervision.

Prior to joining the State Department, Dr. Valsame served as principal of the L. J. Bell Elementary school in Rockingham; principal of an elementary school in Whiteville; and principal of the Millington High School in Stanly County. From 1950 to 1954, he was a teacher in the Coats High School, Harnett County. For one year he studied at the UNC at a National Science Foundation institute.

For twenty-one months Valsame served in the U. S. Army; fourteen months were in the Philippines and Guam.

He is married to the former Dorothy Barnes of Coats and is the father of one daughter.

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- 83%—To prepare youngsters who, as adults, will be able to manage their own family business affairs.
 - 82%—To reduce juvenile delinquency.
 - 78%—To raise art and music appreciation in America.
 - 75%—To show youngsters how to spend leisure time happily.
 - 75%—To improve interfaith and race relations.
 - 70%—To reduce the automobile accident rate in America.
 - 58%—To achieve and maintain world peace.
 - 53%—To conserve our national resources of oil, timber, and soil.
 - 45%—To improve labor-management relations.

NCETA Holds Annual Meet In Greenville, August 4-5

The nineteenth annual summer conference of the North Carolina English Teachers Association was held at East Carolina College, August 4-5, with approximately 100 students and teachers in attendance. Dr. M. N. Posey, director of the ECC Department of English, and President Leo W. Jenkins served as hosts for the occasion. R. E. Piner, president of the NCETA, presided over the conference.

Featuring the two-day conference were group meetings in the following areas: professional standards, editorial board activities, reading, student issue problem, literature, and composition. Progress reports were made on the last day of the conference.

Highlights among the addresses was that by Ovid William Pierce, noted author and professor at ECC.

Book displays were an added attraction at this year's conference.

Statewide Educational Rallies Initiated By Citizens Committee for Better Schools

In an effort to promote additional public understanding and support of public education throughout the State, a series of educational rallies was initiated during the latter part of October under the general sponsorship of the Citizens Committee for Better Schools, of which Raymond Stone is executive secretary. Stone also serves as coordinator for the Governor's office in helping local communities plan these rallies, one of which is anticipated for each school administrative unit between October 20 and the end of April, 1962.

The educational rally project, suggested by Governor Terry Sanford, has the active support of the State's 173 city and county superintendents through their officers and policy-making committee. The Governor himself plans to attend each of these rallies, urging local citizens to know and to support their schools at the grass root level. At present the Citizens Committee is being enlarged so that every county may be represented by at least one active coordinator.

"Such a supporting and promotional group as the Citizens Committee for Better Schools can do much to stress the importance of the team approach

700 Principals Hear National Educators At Annual Conference For Principals

More than 700 North Carolina principals and other interested educators attended the annual conference of the Division of Principals of the NCEA in Charlotte, November 1-2. Theme of the conference, "The Principal's Role in Superior Education," was explored through four addresses and sixteen discussion groups.

Among the national leaders who spoke to the principals was Dr. Henry H. Hill, president emeritus of George Peabody College for Teachers and educational consultant, who discussed the topic, "A Vision of Greatness in Education." Other outstanding speakers included Dr. Lloyd Trump, associate secretary of the National Association of Secondary Principals; Dr. Mary Scott, consultant with the Department of Elementary Principals, NEA; and Dr. Paul Elicker, educational consultant, Washington, D. C.

State Department personnel participating on the convention program were Joseph L. Cashwell, Nile F. Hunt, Dr. Vester M. Mulholland, and Raymond K. Rhodes.

Sixteen discussion groups explored the following topics: Improving the Reading Skills of Junior and Senior High School Pupils; Current Trends in Grouping Students for Effective Instruction; How Can Our Schools Best Provide for the Academically Talented Students?; Adequate Guidance Services for a Program of Quality Education; Current Developments in College Admission; Promising Administrative Practices in Assuring Quality Education; Merit Rating Within the Framework of Quality Education; A Testing Program to Meet the Current Needs of Students; Changing Criteria in the Evaluation of Our Schools; The Changing Curriculum in Achieving Quality Education; Athletics Within the Framework of Quality Education; Effective Practices in Student Discipline; A Continuous Program in Modern Foreign Language; Trends in High School Science Curriculum; The Case for the Assistant Principal — A Job Analysis; and Social Work Services in Schools.

Reports were also made on recent State legislation in terms of salary schedules, study commissions, and the principal's advanced certificate. Education, industrial, and sight-seeing tours of Charlotte were arranged by the local planning committee.

Luther R. Medlin, principal of the Page Senior High School in Greensboro, who is vice president of the principal's organization, served as program chairman. W. L. Anderson, Jr., of Charlotte was chairman of local arrangements on the State planning committee. Others included E. F. Johnson, State representative of the NASSP and the NEA, and Robert Carmichael, past president of the State DESP.

This year's officers of the Division of Principals include James A. Frazier, Winston-Salem, president; Luther R. Medlin, Greensboro, vice president; Mildred Mooneyhan, Chapel Hill, secretary-treasurer; and V. C. Mason, Fayetteville, past president.

State Board Approves Rules and Regulations For Implementation of In-Service Program

Rules and regulations governing the implementation of the new in-service teacher education program were approved by the State Board of Education at its October 7th meeting held in Asheville.

This new program was made possible by the General Assembly of 1961 by an appropriation of \$150,000 annually. Its purpose as stated in the brief submitted by the Board to the Advisory Budget Commission is for the improvement in the quality of public education by means of upgrading and bringing up-to-date the subject matter training of classroom teachers now currently teaching. This would be done according to the Commission in approving and submitting this request to the General Assembly "by Board sponsorship of area institutes, evening and Saturday classes, and summer school studies which designated teachers would attend for professional improvement."

Plans were adopted by the Board at its June meeting for the administration of the Program. This plan included the appointment of a coordinator, who would be assigned to the Division of Professional Services of the State Department of Public Instruction. Dr. James Valsame has been appointed to this new position.

A second part of the plan was the provision for an In-Service Education Advisory Committee to work with the Director of the Division of Professional Services and the coordinator in the conduct of this program.

This committee is composed of the following persons: Representing teacher education institutions—Ben H. Horton, Jr., Appalachian State Teachers College; Samuel M. Holton, University of North Carolina; Douglas R. Jones, East Carolina College; Rose Butler Browne, North Carolina College; G. R. Patterson, Lenoir Rhyne College. Representing academic areas—Herbert Speece, science, North Carolina State College; Edward A. Cameron, mathematics, University of North Carolina; Henry S. Stroupe, history, Wake Forest College; Francis E. Bowman, English, Duke University; John A. Yarbrough, biology, Meredith College. Representing the public schools—William H. Wagoner, superintendent, New Hanover County Schools; Brank Proffitt, director Merit Rating Study; Mrs. Geneva J. Bowe, supervisor Hertford County Schools; Mrs. Mary Sue

Fonville, teacher of social studies, Needham Broughton High School (Raleigh); Mrs. Beulah B. Womble, teacher home economics, Sanford High School; Alton S. Alford, supervisor Pitt County Schools. Representing the State Department of Public Instruction—Joe L. Cashwell, supervisor of curriculum and supervision; James Valsame, coordinator of in-service education; J. P. Freeman, director, division of professional services; Homer A. Lassiter, supervisor of elementary education. Representing the lay public—Weimar Jones, editor *Franklin Press*, Franklin. Ex officio members are: the State Superintendent of Public Instruction, the Controller of the State Board of Education, and the Director of the Curriculum Study, or their respective representatives.

A descriptive outline of the program has been prepared and issued by the Division of Professional Services of the State Department, and copies have been sent to superintendents, supervisors of instruction and departments of teacher education in institutions of higher learning. Additional copies are available from the State Department of Public Instruction.

Charles Jones Is Added To Vocational Staff

Charles I. Jones, native of Johnston County, joined the division of vocational education in the State Department of Public Instruction, October 15, 1961, as consultant in adult farmer education. In this position he will render consultant service to supervisors and teachers in developing programs of agricultural education for young and adult farmers.

Prior to coming to the State Department, Jones taught vocational agriculture at Princeton high school in Johnston County for eight years. Before moving to Princeton, he was vocational agriculture teacher at Nahumta School in Wayne County.

Jones received his bachelor's degree and master's degree from North Carolina State College. He is married to the former Ruth Braswell of Princeton, and is the father of one son and two daughters.

In Princeton, Jones will be replaced by Herman Croom of Pikeville.

Hillman Rejoins SDPI In Teacher Education Role

Dr. James E. Hillman, former director of the division of professional services and more recently assistant director of the State Board of Higher Education, rejoined the Division of Professional Services in the State Department of Public Instruction, October 1, as adviser in teacher education. This position was made possible by the 1961 General Assembly upon recommendation of the State Board of Education in seeking to improve the quality of teacher preparation programs in North Carolina.

In an effort to implement the Board's idea that programs of teacher preparation in North Carolina colleges should be improved, the Advisory Council on Teacher Education has already begun to formulate guidelines or criteria for the improvement of these programs.

Dr. Hillman, in his new position, will work with the committee on applying these criteria to institutions within the State which offer teacher preparation programs.

In this position, Dr. Hillman will work directly with the director of the division of professional services, Dr. J. P. Freeman, and also with the colleges and universities which are preparing teachers. "The chief objective of this new emphasis," declared Dr. Hillman, "is to provide assistance at the State level to institutions of higher learning which are striving to develop programs of high quality in teacher education."

As program improvement is stressed in the teacher training divisions of the colleges and universities, Dr. Hillman will initiate efforts to coordinate the program of off-campus student teaching and efforts to promote continuous improvement in the public schools used for demonstration and practice. Criteria for selecting student teaching centers and for selecting supervising teachers will be developed in the near future.

In commenting on Dr. Hillman's return to the Department in this new capacity, Superintendent Charles F. Carroll stated, "No person in North Carolina could be more valuable in this position. Teacher preparation programs are destined to become more and more useful as Dr. Hillman, the Advisory Council, and the Division of Professional Services work together on this problem."

Superintendent Carroll Placed On National Panel

State Superintendent Charles F. Carroll has been named to a 25-member panel to review the national vocational education program and to make recommendations for improving it.

The panel consists of members from labor, industry, agriculture, education, government and the general public. It was named by Secretary of Health, Education and Welfare Abraham A. Ribicoff at the request of President Kennedy. Benjamin C. Willis, superintendent of schools for Chicago, was selected as chairman of the panel.

It is expected that the recommendations of the panel will be submitted to Congress in January, 1962.

400 Vo-Ag Teachers Attend Annual Meeting at Beach

More than 400 vocational agriculture teachers from all counties of the State met at Carolina Beach during the summer for their annual five-day conference. Theme of the conference was "A New Day in Vocational Agriculture."

Keynote address for the conference was delivered by Lieutenant Governor H. Cloyd Philpott. Others on the program included Dr. H. M. Hamlin of the University of Illinois and Dr. Carse Hammonds of the University of Kentucky, nationally recognized authorities in education.

Discussion centered around strengthening the program of vocational agriculture by improving supervised farming programs, adult education, and in-service education.

Another highlight of the conference was a panel on specifics for improving vocational agriculture, presided over by Dallas Herring, chairman of the State Board of Education. Participants included Dr. Gerald B. James, State director of vocational education; Dr. C. C. Scarborough, head of the agricultural education department at North Carolina State College; A. G. Bullard, State supervisor of vocational agriculture; and Leroy Simmons of Albertson, vice-president of the North Carolina Farm Bureau.

President Fred Lay of Tabor City presided over the business session of the North Carolina Vocational Agriculture Teachers Association.

Proffitt Makes Progress Report To SDPI Concerning Statewide Merit Rating Study

Dr. Brank Proffitt, director of the Statewide Merit Rating Study authorized by the 1961 General Assembly, recently made a progress report to the staff of the Department of Public Instruction in which he stated that "a preliminary study of merit rating systems in the United States gives every reason for encouragement in terms of the best practices being used. Teacher confidence in merit rating programs seems to be in direct proportion to the confidence they have in their administrative leadership. Similarly, respect for merit rating seems to be in direct proportion to the confidence teachers have in themselves."

Formerly director of the McKee Laboratory school at Western Carolina College, Proffitt has recently completed a series of visits to school systems throughout the country with merit rating. Utah's experiment in merit rating centers around a strong lay-professional committee through which ideas are explored, and — when feasible — tried out. While in Utah, Dr. Proffitt visited the State Department of Public Instruction and likewise a number of school districts in order to secure firsthand information concerning the operation of that state's plan.

Dr. Proffitt in his series of visits also has studied the merit rating systems in Sarasota County and in Orange County, Florida, as well as the Ladue school district in St. Louis. "Conferences with Dr. Gale Rose at the University of Chicago, who assisted in developing the Utah program, have been invaluable," declared Proffitt.

Dr. Proffitt has also visited Summit, New Jersey; Hartford, Connecticut; and the State Department in Albany, New York, for the purpose of reviewing their experiences with merit rating.

"In approaching a study of merit rating in North Carolina," declared Proffitt, "a single formula for determining excellence is not being sought and pre-determined conclusions concerning merit rating are not entering the picture. It should be emphasized that a systematic, disciplined approach to evaluation does not imply a single precision instrument. The best procedures in pilot programs throughout the nation are being analyzed in terms of applicability to North Carolina's pilot centers, which are yet to be determined."

Proffitt also reported that "parents and school patrons throughout the country are showing more interest in merit rating than most of us imagine. Wherever I have been, parents and other school patrons have been very receptive to positive leadership."

In the near future, according to Dr. Proffitt, annotated bibliographies relative to merit rating will be prepared, after which educators and laymen who desire to become better acquainted with the concepts involved in the improvement of teaching through merit rating may secure copies.

J. D. Emswiler Joins Staff In Special Education

J. Dixon Emswiler joined the Department of Public Instruction as consultant in special education October 1, and will work primarily in counties and cities of the extreme western part of the State as well as those in the north central and south central portions. Like Allen R. Cohen and Paul A. Peeples, other special education consultants, Emswiler will work in the broad area of special education, though his specialty is in the area of training for the educable.

Emswiler, a native of Texas, received his B.S. degree in education from the University of Texas and his Master's degree in special education from the University of Michigan. He has done additional graduate work at Eastern Michigan University, the University of Texas, and the University of Georgia.

From 1958 to 1961 Emswiler was assistant professor in special education at St. Cloud State College in Minnesota. Prior to this, he was an instructor in special education at the University of Georgia, and a demonstration teacher and college instructor at U.C.C. in Corpus Christi, Texas. For three years he was a teacher of the trainable and educable in Alice, Texas.

"Emswiler comes to the Department of Public Instruction well prepared by training and experience to render the State outstanding service," declared Felix Barker, supervisor of special education. "Those who work with him will find valuable assistance in improving programs of special education throughout North Carolina."

The Attorney General Rules . . .

Public Schools; Legal Rights to Attend Public Schools; Assignment of Pupils; Adoption, Guardian, Persons in loco parentis; Appointment of Guardian; Appointment of Guardian as a Method of Attending Public School of One Zone Selection or Choice; Jurisdiction of Clerk of Court.

In reply to your recent inquiry: In recent months there have been inquiries from several parts of the State as to the right of pupils to attend certain public schools in cases where these pupils have guardians, have been adopted or where they reside with friends or relatives such as to possibly create the status of being in *loco parentis*. These inquiries have been emphasized because of the fact that we now have a pupil assignment law, and, therefore, boards of education have much stronger and compelling authority in selecting schools and sending pupils to these schools in a compulsive manner. Prior to the revision of the School Laws in 1955 it would appear that the local school authorities relied greatly on residence in the attendance area or handled these questions as a mere matter of administration.

There have arisen several instances where parents have made a choice or selection of a public school for their children which is contrary to assignment and residence practices, and in some cases subterfuges have been resorted to in an attempt to achieve this end. For example: One parent residing in one county in this State went to another county and had a guardian appointed for his child in that county for the purpose of asserting that his child had the right to attend a public school in the county where the guardian was appointed. Another parent who lived out in a county administrative unit went to a city and purchased a home for the purpose of claiming residence in order to send his child to a public school operated by the city administrative unit. In other instances parents have rented apartments in towns and cities for the purpose of claiming residence in order to send their children to the public schools of a city administrative unit.

The basic residence provisions will be found in G.S. 115-163, and they are as follows:

Sec. 115-163. *Pupils residing in school districts shall have advantages of public schools.*—All pupils residing in a school district or attendance area, and who have not been removed from school for cause, shall be entitled to all the privileges and advantages of the public schools of such district or attendance area in such school buildings to which they are assigned by county and city board of education:

‘Unless otherwise assigned by the county or city board of education, the following pupils are entitled to attend the schools in the district or attendance area in which they reside:

- (1) All pupils of the district or attendance area who have not completed the prescribed course for graduation in the high school.
- (2) All pupils whose parents have recently moved into the unit, district, or attendance area for the purpose of making their legal residence in the same.
- (3) Any pupil or pupils living with either father, mother, or guardian who has made his or her permanent home within the district.’

You will note from the above-quoted portions of the statute that it applies to pupils “residing in a school district or attendance area”, or “all pupils whose parents have recently moved into the unit, district or attendance area for the purpose of making their *legal residence* in the same”, or “any pupil or pupils living with either father, mother or guardian who has made his or her permanent home within the district.”

In educational matters the words “domicile” and “residence” have been construed to mean the same thing. Thus in *BAKER v. INSURANCE COMPANY*, 241 N.C. 397, it was held that a minor and dependent son who moved to an apartment maintained by his father for the purpose of attending college classes did not become a resident of the college community and that students who are residents of the State do not become residents of the college community by occupying a room or apartment and attending classes.

In *HOWARD v. COACH COMPANY*, 212 N.C. 201, it was said:

‘Residence means the place where one resides; an abode, a dwelling or habitation. Residence is made up of fact and intention. There must be the fact of abode and the intention of remaining. An in *SILVEY v. LINDSAY*, 42 Hun. (N.Y.) 120: ‘A place of residence in the common-law acceptance of the term means a fixed and permanent abode, a dwelling place for the time being, as contradistinguished from a mere temporary local residence.’

In the case of *IN RE HALL*, 235 N.C. 697, as to the residence or domicile of a child, the Supreme Court of North Carolina said:

‘And a legitimate child, whose father is alive, takes, at birth, and continues during minority, the domicile of his father,—following it as it changes. Upon the death of the father his domicile at death continues to be the domicile of his minor child until the domicile of such child is legally changed . . . and the text-writers say that on the death of the father, the domicile of an infant follows that of its mother during her widowhood, and ordinarily may be changed by the mother in changing her own.’

As pointed out above, paragraph (3) relates to a pupil living with either father, mother or guardian, and this raises the question as to the type of guardian and whether or not a guardian may be appointed especially for the purpose of having a child attend a certain public school because the guardian lives in that attendance area. There is no decision of the Supreme Court of North Carolina on the point but there is elsewhere. In the case of *IN RE SCHNIFFER'S GUARDIANSHIP*, 268 N.Y.S. 302 (N.Y.), the New York Court held that an infant's application for the appointment of a resident guardian of her person for the sole purpose of transferring her legal residence from another State to New York State (New York City) so that he could obtain a gratuitous education at the City's expense should be denied. New York City had a charter provision which made its common schools available to pupils whose parents or guardians were actually residents of the City. The New York Court said:

‘The appointment of a guardian of the person for the sole purpose of

transferring the legal residence of the infant from another state to New York City, so that she may obtain gratuitous education at the expense of the City, would circumvent the spirit as well as the letter of the above-cited section of the Charter.'

The word "guardian" as used in our attendance area statute refers to a regular guardian as contemplated by our North Carolina Statutes (Chapter 33 of the General Statutes, as amended). There are two types of guardians under our law, and they are: (a) guardian of the person and (b) guardian of the estate. The jurisdiction to appoint guardians in this State is vested in the Clerk of the Superior Court (G.S. 33-1) and the Clerk may make a separate appointment of guardian of the person and another as guardian of the estate (G.S. 33-6). Guardians are appointed for infants, idiots, lunatics, or inebriates, and, strictly speaking, guardianship relates to orphans (G.S. 33-1) and a child who has a father or mother, or both, living who are competent and able to look after the child could scarcely create a situation where a guardian could be appointed. Furthermore, the appointment of a guardian is a matter almost completely within the discretion of the Clerk of the Superior Court, and the Clerk acting in a judicial capacity has a right to decide whether a guardian should be appointed or not. It was held early in this State that the appointment of a guardian was a discretionary matter (*BATTLE v. VICK*, 15 N.C. 294). Moreover, the father, under our statutes, is the natural guardian of his minor child, which makes him guardian of the person, and upon the father's death the mother becomes the natural guardian of her minor child to the same extent as the father would be if living (*IN RE TEN HOOPEN'S CUSTODY*, 202 N.C. 223; G.S. 33-3). As to the circumstances which affect the appointment or non-appointment of a guardian, see 39 C.J.S.—Guardian and Ward—pp. 16, 17, secs. 6, 7.

It is, therefore, hard to see why or how a clerk in one county can appoint a guardian for a child whose parents are living and residing in another county or in another state unless under some extraordinary circumstances such as abandonment of the child or things of that nature.

I conclude, therefore, that there is no authority of law for the appointment of a guardian for the mere purpose of having a child attend a selected

public school. If the child has a guardian properly appointed for real guardianship purposes, then the residence of the guardian can be a factor to determine the proper legal attendance of the child in the public schools.

As to adopted children, no question arises, because adopted children under the law are the children of the adoptive parents or parent, and the regular rules of residence in district or attendance area apply.

You will note that the Compulsory Attendance Law (Article 20 of Chapter 115 of the General Statutes) applies to "every parent, guardian or other person in this State having charge or control of a child." Now the words "every person in this State having charge or control of a child" were designed to prevent evasion of the Compulsory Attendance Law. In other words, parents may not leave the control or custody of their child with grandparents, relatives or other persons and escape the Compulsory Attendance Law nor may the persons with whom the child is left and who stand in loco parentis avoid the compliance of the Compulsory Attendance Law. It was not intended to create a form of residence for the selection of a public school.

I conclude, therefore, that for residence purposes in determining school attendance guardians must be the actual, normal guardians appointed by the Clerk in the exercise of his jurisdiction and that there is no such thing known to the law as the appointment of a guardian for the purpose of selecting a school and thus avoiding the residence requirements and assignment provisions of our law. I further conclude that the residence of parents and those appointed guardians in good faith must be the actual domiciles or residences of these persons for school attendance purposes and that the acquisition of homes, apartments or places of temporary abode in other districts or administrative units for the mere purpose of selecting schools are but subterfuges and evasions of the School Attendance and Assignment Laws.—Attorney General, September 28, 1961.

Assignment of Pupils to Non-Integrated Schools, Expense Grants.

In reply to your recent inquiry: You state that three formerly all-white elementary schools in the unit are now operated on a biracial or integrated basis. Certain parents have requested reassignment of their children to a school not attended by a child of

another race. These children cannot now be assigned to such a school in the unit since there is no elementary or junior high school which is not now integrated.

You submit to this office certain questions, as follows:

"(1) Under the General Statutes of North Carolina could the City Board of Education by agreement with another board of education assign any of the children noted above to a school outside this administrative unit?"

Under the provisions of G.S. 115-163 and G.S. 115-176 pupils residing in the territory of one school administrative unit may be assigned to schools in another administrative unit on such terms and conditions as may be agreed upon in writing between the boards of education of the administrative units involved and entered on the official records of each such board. Such an assignment when agreed upon is a valid assignment of pupils to the same extent as if the pupils had been assigned to schools inside the administrative unit where their parents reside.

"(2) In the event that it is possible for the City Board of Education by agreement with another board of education to assign a child to a school outside this administrative unit would this authority to so assign be discretionary with the City Board of Education or must the City Board of Education make such an assignment if a public school in another unit is available?"

We are here dealing with parents who do not wish their children to attend a public school attended by a child of another race. You will observe under G.S. 115-166 that in a situation of this kind parents are relieved of the provisions of the General Compulsory Attendance Law. The choice with which your Board is confronted is whether or not it is reasonable and practicable to reassign such child to a public school not attended by a child of another race or whether the parents of such a child would be entitled to apply for an education expense grant or education of the child in a private nonsectarian school. You will note that under G.S. 115-278 the conditions of eligibility for an expense grant require residence within the administrative unit and "there is no public school available for such child." In G.S. 115-275 it is said: "Such grant shall be available only for education

(Continued on page 16)

LOOKING BACK

Five Years Ago

(N. C. Public School Bulletin, November, 1956)
Ella Stephens Barrett, supervisor of guidance services for the State Department, left August 23 by plane for Delhi, India, where she is working for nine months as a consultant in guidance with U. S. Educational Foundation in India.

Cora Paul Bomar, school library adviser for the North Carolina Department of Public Instruction, was elected chairman of the Association of State Library Supervisors for 1956-57, at the regular summer meeting of ALA at Miami Beach.

Ten Years Ago

(N. C. Public School Bulletin, November, 1951)
W. M. Jenkins, Superintendent of Durham County Schools since 1943, has resigned to go with the University of North Carolina effective November 15.

G. H. Ferguson, Director of the Division of Negro Education, was named recently by Governor W. Kerr Scott to the Board of Trustees of the Elizabeth City State Teachers College.

Fifteen Years Ago

(N. C. Public School Bulletin, November, 1946)
K. R. Curtis, former superintendent of the Wilson County Schools, died at his home in Wilson on October 5.

State Supt. Clyde A. Erwin was one of the principal speakers to address the 13th annual school administrators conference of Louisiana held at Louisiana State University October 18, 19.

Twenty Years Ago

(N. C. Public School Bulletin, November, 1941)
At the last session of the General Assembly an act was passed which provided for "the operation of a school system to embrace twelve grades in accordance with such plans as may be promulgated by the State Superintendent of Public Instruction in any high school district for which such request is made at the time the organization statement is submitted."

Twenty-five Years Ago

(N. C. Public School Bulletin, November, 1936)
It is the plan of the Centennial Committee for the Celebration of 100 years of Public Education in North Carolina to have a grand cavalcade in connection with the State meeting of the North Carolina Education Association this spring.

State Board Will Adopt Supplementary Textbooks

A call has been issued by the State Board of Education for submission of textbooks suitable for supplementary use in the public schools of the State.

Publishers of textbooks were notified in September to submit such books of recent copyright date to a committee composed of members of the staff of the State Department of Public Instruction. This committee, whose chairman is Nile F. Hunt, will examine the books and submit a report to State Superintendent Charles F. Carroll with recommendations for adoption. In turn, Dr. Carroll will refer the report to the State Board at its regular meeting in December for approval.

ATTORNEY GENERAL

(Continued from page 15)

in a private nonsectarian school, and in the case of a child assigned to a public school attended by a child of another race, shall, in addition, *be available only when it is not reasonable and practicable to reassign such child to a public school not attended by a child of another race.*" (Emphasis ours)

It would be the duty of the City Board of Education in such a case to determine whether or not it is reasonable and practicable to reassign such child to a public school not attended by a child of another race. This is a condition precedent before applying for an expense grant. If it is reasonable and practicable to reassign such child to a public school in another administrative unit and this may be done by agreement between the boards then it is the duty of the City Board of Education to make such an assignment and there would be no discretion in the matter other than the preliminary determination as to the question of reasonableness and practicality. While the determination as to when expense grants shall be paid is made by the local board of education you will observe under G.S. 115-283 that the State Board of Education has general supervision and administration of the funds provided for education expense grants. The State Board of Education would not want to approve an expense grant which on its face would appear to have been improperly granted or which may be illegal.—Attorney General, September 13, 1961.

MAKING TODAY'S NEWS

Beaufort. County unit school teachers have volunteered to spend a full eight hours each day at the school, it was discussed here yesterday by W. F. Veasey, superintendent. *Washington Daily News*, Oct. 7.

Duplin. The Board of Education of Duplin County at a recent meeting approved the architect's design of a new high school for East Duplin, which will consolidate the present high schools of Chinquapin, Beulahville and B. F. Grady. *Warsaw-Faison News*, Oct. 5.

Columbus. In its October meeting, the Columbus County Board of Education voted to prohibit school faculty members from holding regular jobs in addition to their school duties. *The Tribune*, Oct. 11.

Rowan. The million dollar South Rowan High School will be dedicated Sunday at 3 p.m. *The Daily Independent* (Kannapolis), Oct. 17.

Lee. A panel discussion on the consolidation of the Sanford and Lee County school boards will feature the monthly meeting of the Greenwood Parent-Teacher Association to be held Tuesday at 7:30 at the school auditorium. *Sanford Herald*, Oct. 16.

Burke. The Burke County Citizens Committee discussed progress being made toward school surveys and studies, the role it may have in helping to make people aware of the need for new school construction if a bond issue becomes necessary, and the problem business and industry is finding in holding workers who feel that local schools are not good enough. *Hickory Record*, Oct. 14.

Madison-Mayodan. The new million-dollar Madison-Mayodan High School will be dedicated at a program opening at 1 p.m. Friday in the auditorium of the new school plant. *Winston-Salem Journal*, Oct. 19.

Wake. More than 100 Eastern Wake County Citizens threw their support behind a four-school eastern consolidation plan proposed by the Wake School Board. *Raleigh Times*, Oct. 13.

Display at Trade Fair Attracts Thousands

A display which attracted the attention of thousands at the North Carolina Trade Fair in Charlotte, October 12-21, was that sponsored by the State Department of Public Instruction and the Industrial Education Centers in North Carolina. Merrill Hamilton, assistant supervisor in trade and industrial education, served as coordinator for the exhibit, which was designed and produced by Ayer and Gillett Advertising Agency and built by Browder Display Company, both of Charlotte.

The display consisted of ten panels, each of which portrayed a significant aspect of education in the State. Panel one, for example, labeled "The Plan and the Purpose," included portraits of Governor Terry Sanford, Superintendent Charles F. Carroll, Education Board Chairman Dallas Herring, and a picture of the Aycock statue. Representative school people were also pictured in this panel: a local school board studying building plans, a superintendent, a principal, a teacher, a supervisor, a bus driver, a custodian, a PTA group, and others.

Panel 2 emphasized a few salient facts about public education in North Carolina, and Panel 3 stressed facilities through a series of photographs in which classrooms, libraries, laboratories, cafeterias, gymnasiums, industrial art shops, and the like were featured. Statewide excellence was stressed in Panel 4; and financing was the theme of Panel 5, which indicated that "all the wealth of the State is behind the education of all the children of the State."

Panels 6, 7, 8 dealt with "What Are They Taught?"; and in these emphasis was on knowledge of man and the universe, physical fitness, and aesthetic and social development. In natural sequence, Panel 9 had as its theme, "What Are the Results?" Photographs at this point stressed preparation for citizenship, for jobs, for family life, and for further education — in college or through industrial education centers.

In the final panel, the purpose and scope of the industrial education program were presented through maps, charts, taped recordings and color transparencies illustrating the teaching program.

1,325 Loan Fund Recipients In College; More Than 300 Now Teaching in N. C.

More than 300 students who received assistance through the Scholarship Loan Fund for Prospective Teachers during the last four years are now teaching in the public schools of North Carolina, according to Cliff Edwards, director of the program. "Currently, 1,325 recipients of loan funds are enrolled in 49 North Carolina colleges in preparation for entering the teaching profession. Of this number, approximately 250 will qualify for teaching certificates next June," stated Edwards.

According to the provisions of the legislative act which established this loan fund in 1957, students eligible for the awards receive \$350 each academic school year, not to exceed four, and may attend any North Carolina college or university which offers approved teacher preparation programs. Loan funds are cancelled as recipients teach in State public schools, a year's loan after each full year of teaching.

For the 1961-62 school year, 450 awards were granted from among 1,400 applicants. Prior to 1961, 300 awards were available each year. Three years from now, it is expected that 1,800 prospective teachers under this program will be in preparation each year. "The possibilities of such an expanding program are unlimited," declared Edwards. "Citizens throughout the State are in agreement that this positive approach to solving the problem of teacher shortage has many advantages."

During the initial four years of the program 147 recipients have repaid their loans, 65 of them by teaching. "This number will increase considerably now that the program is in full swing," stated Edwards.

New materials relative to the program for 1962-63 were sent to high school principals and superintendents recently. Application blanks are being mailed to applicants as requests are received. All applications must be in the State office by March 1 in order to be considered, Edwards emphasized. "No original applications can be considered after this date. All applicants will be notified of the disposition of their applications during the month of May."

Last year more than 3,400 application forms were distributed throughout the State, and more than 1,400 applications for scholarship loans were screened in the State Department.

New Educational Directory Sent to Superintendents

Copies of the 1961-62 Educational Directory of North Carolina were distributed to all school superintendents late in November, according to L. H. Jobe, director of publications. Requests for copies of this publication from educational personnel will be honored without charge; all other requests will be subject to a charge of one dollar.

This annual publication includes among numerous other items a listing of the following personnel for each administrative unit: members of the board of education, attorney for the board, superintendent, business manager, supervisors, attendance worker, school lunch supervisor, and principals of each school within the unit. Non-public schools — kindergarten, elementary, and high school — are also listed under each administrative unit.

A new feature of this year's *Directory* is an item for each school labeled "grades taught." This feature, explained Jobe, will be useful to numerous individuals who need to have this exact information.

Among the other items in the 1961-62 *Directory* are the following: institutions of higher learning; industrial education centers; business colleges; summer camps; charitable, correctional, and mental institutions; child-caring institutions, North Carolina College Conference; nursing schools; private trade schools; United Forces for Education; North Carolina Education Association; State Department of Public Instruction; North Carolina Teachers Association; North Carolina Citizens Committee for Better Schools; Curriculum Study and Research; and many others.

Copies of the *Directory* may be requested through L. H. Jobe, director of publications, State Department of Public Instruction.

Superintendent Carroll Says . . .

(Excerpt from address at dedication of South Rowan High School October 22, 1961.)

Now that you have come into possession of this carefully planned, attractive, spacious school plant, what comes next?

Is it beyond the realm of possibility—of probability—that a poor educational program may be housed within a truly magnificent building? I do not think, as long as you have in charge of this school such men and women as you have in your board of education, your superintendent, your principal, your current faculty, that you will have a poor school at this site. At the same time, however, I would pray that you will not be fooled by this building. Within itself, it does not assure you a truly good school. It merely provides the setting in which you can have a good school.

I admit to my inability to give you a guaranteed prescription of exactly what is needed in every instance to provide a good school as contrasted with a poor school, but I think we might profit from a review of some of the elements generally considered to be essential to a first-rate school.

- A good school does not just happen — it is the product of vision, labor, and determination. It is a result of design and not accident.
- A poor school can be imported, but a good school is largely a home-grown product. It is not enough to say that South Rowan High School is as good as North or West or East High School, nor as good as Boyden or Kannapolis or Albemarle High. South Rowan High School will be good only if it is operated in proportion to its potential and provided it is serving the needs of the children in this particular school.
- A school succeeds in proportion to its resources. To illustrate, a school without well-defined purposes and objectives, competent and adequate instructional personnel, interested parents, and willing pupils, need not expect to compete favorably with a school having these essential elements.
- In a good school the pupils, as the result of stimulation by their parents and teachers, are given to understand, as Euclid said, "There is no royal road to learning." Achievement and proficiency are the fruits of hard work. Scholarship is a worthy goal.
- The program of instruction in a good school gives priority to major values, and mastery of these values must be achieved before there can be any justification for spreading into the quantitative. Extra curricular activities are important and they should be scheduled, but not at the expense of the basic purposes for which schools exist.
- A good school recognizes its own limitations as well as its potentialities. It shares with the home the responsibility of teaching health and safety, moral and spiritual values, conservation and thrift. The real stimulus comes out of the home, and even the good school cannot offset or overcome the inadequacies of the home as reflected in parental attitudes.
- A good school serves people who know that the minimum program of education provided by the State is not claimed by any to be an adequate program. People with a good school know that it is traditional for the State to provide the foundation upon which local communities may and should build something better.

In conclusion, may we not be content today with merely dedicating a magnificent physical school plant. Recognize this achievement and express appreciation — yes! Recognize and congratulate those who are responsible for this attainment—yes! Above all, however, may each of us renew here today his vows to do all within his power and all that is necessary to maintain within this school and community, within this county and State and nation, a program of education characterized by excellence and forever meaningful in the life of every person who will come within its influence.

If you think you can't learn, you can't; if you think you can learn, you usually can. — Joy Elmer Morgan.

Colleges aren't strictly for geniuses. We can't afford to slam the door of opportunity in the faces of C-level high school seniors, who will help make our country's future. We must fight for our average students. — Arthur S. Flemming, president, University of Oregon.

It's not what you know; it's what you do with it that counts.—Sam Levenson.

If the United States is to continue to move forward and to make its proper contribution to its children and to the world, its people must be willing to dedicate a much larger share than ever before of their human and material resources to the support of education.—Sterling M. McMurrin, U. S. Commissioner of Education.

I am convinced that world peace, and perhaps the actual survival of mankind, will ultimately depend on the manner in which we today educate the citizens and leaders of tomorrow.—Elvis J. Stahr, Jr., Secretary of the Army.

Let us not think of education only in terms of its costs, but rather in terms of the infinite potential of the human mind that can be realized through education. — President Kennedy.

Knowledge will forever govern ignorance, and a people who mean to be their own governor must arm themselves with the power that knowledge gives. — James Madison, fourth president of the United States.

Learning is not a social activity; it is a lonely business . . . It is hard, tedious work . . . It demands discipline.—Frank O. Copley.

Prerequisite For Quality

In recent months much has been done to impress students as well as the public with the importance of taking education more seriously. The teaching day has fewer interruptions than at any time in recent years; class periods, school days, and the academic year, in many situations, have been lengthened; additional subjects are being introduced into the curriculum; more units are being required for graduation; subjects are being made tougher; homework is becoming heavier; there is greater balance between curricular and extra-curricular activities; the three R's are getting a thorough workout; emphasis throughout the Nation, especially in view of the provisions of the National Defense Education Act, is being placed on mathematics, science, modern foreign languages, testing, and guidance; wherever one goes he hears much about enrichment, acceleration, homogeneous grouping, and experiences designed for the academically talented.

Indeed, there is tremendous virtue on the part of educators and other citizens to improve the quality of American education; yet the emphasis mentioned above, in and of themselves, can never guarantee excellence. Something more is needed. *More* homework, for example, in no way guarantees *meaningful* homework; improved instruction in the areas of mathematics, science, and modern foreign languages without equally high standards in the teaching of language arts, social studies, and other areas cannot solve the dilemma of mediocrity and conformity; homogeneous grouping is likely

to mean no more to pupils than any other kind of grouping, unless each individual pupil is challenged to do his best; and fewer athletic contests at night can do little to raise the quality of education, unless there is purpose and meaning in what pupils do when they remain away from these contests.

Each teacher must know *what* he teaches, *how* best it can be taught, and *why* it must be taught. This integration of content, method, and purpose will more likely result in personalized, meaningful experiences for pupils at all grade levels.

"Reduced to its simplest and yet most challenging terms," as Superintendent Charles F. Carroll has frequently stated, "quality education must be defined as affording each child the kind of instruction most commensurate with his abilities and interests and most adaptable to his personal needs and the needs of society."

The distinguishing feature of American education must be its emphasis on the individual! Then and only then can it have meaning, an absolute prerequisite for quality.

Change and Progress

Educators and those most interested in educational progress, are aware that change must accompany any kind of growth. Only the uninformed, however, need to be reminded that change merely for the sake of change has little merit.

In spite of the many desirable changes which have taken place in

North Carolina by way of making educational progress, many more are in order. Quality education is not a destination; it is a continuous journey, plans for which must constantly undergo revision as each lap of the journey is completed and as each new lap is anticipated. Educational changes are inescapable as North Carolina moves ahead on the high road of quality education.

This concept of change must *evolve* as educational results are measured in terms of needs and purposes and as individuals give evidence of their faith in education. The soundness of this concept must be accepted by all those who have the opportunity as well as the responsibility for providing continuous improvement in educational experiences — school board members, school administrators, teachers, parents, pupils, and the lay public. Everyone interested in any aspect of improving education in North Carolina must come to realize that though change does not imply nor guarantee progress, it is essential in some manner if progress is made.

Desirable change in one situation might involve improved facilities; in another, it might involve improved teaching procedures; and in still another, it might involve attitudes towards the importance of education. New approaches to co-operative planning might seem wise in one community; whereas in another, organization of the school program might need re-thinking. Progress in some situations might result by doing better that which is already being done; but this, too, is change—and often quite desirable. On the other hand, improvement frequently demands that change be dramatic rather than subtle and imperceptible.

Those who are interested in better education in North Carolina should study carefully the nature of change and its inherent characteristics at the same time they consider those specific changes which seem mostly likely to improve the quality of instruction in their local communities.

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CHARLES F. CARROLL
State Supt. of Public Instruction

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EDITORIAL BOARD

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L. H. JOBE, J. E. MILLER
V. M. MULHOLLAND

University To Conduct Research Study Re Factors Affecting Teacher Attitudes

What aspects of their work do teachers find most satisfying — and least satisfying? Do men and women teachers, high school and elementary school teachers, rural and urban teachers, have different attitudes toward teaching as a profession? Do teachers feel that their communities give them the support they need for effective professional work?

A University of North Carolina research project aimed at answering questions like these will be getting under way early in 1962. Directed by Dr. Richard L. Simpson, associate professor of sociology at the University of North Carolina in Chapel Hill, the study is financed by a grant from the United States Office of Education to the University's Institute for Research in Social Science. Dr. Simpson will be assisted by Joy R. Gold, Richard A. Lamanna, and H. Max Miller, graduate students working for the Ph.D. degree in sociology.

The United States Office of Education is sponsoring the study in order to obtain scientific knowledge of the factors which help to create an effective professional atmosphere in the nation's public schools. School teachers themselves are in the best position to provide such information, by describing their own professional outlooks and expressing their opinions about the ways in which communities, school administrators, and fellow teachers create effective or ineffective conditions for good teaching and professional growth.

Dr. Simpson and his research team are in the process of contacting a sample of several thousand public school teachers throughout North Carolina. They will ask teachers to help in the study by filling out questionnaires. The questionnaires will be anonymous. The information will be analyzed with electronic data processing equipment at the University and reported as statistical tabulations so that no individual teacher, school, or community can be identified in the findings.

With the full cooperation of North Carolina's teachers, it is hoped that this study can provide scientific knowledge which will further the advancement of education as a profession.

Joe Clary Becomes Assist. State Supervisor Of Vocational Agriculture

On November 1, 1961, Joe R. Clary, former instructor in the department of Agricultural Education at North Carolina State College, assumed his duties as assistant State supervisor of vocational agriculture in the Division of Vocational Education of the Department of Public Instruction. He replaces Howard T. Gryder who is now teaching in Alexander County.

Clary, a native of Cleveland County, is a graduate of Spartanburg Junior College, Spartanburg, South Carolina. He earned his Bachelor's and Master's degrees in Agricultural Education at North Carolina State College, Raleigh.

Besides two years spent in the army, of which nearly 18 months were spent in England and Germany, Clary was recently a marketing specialist with the North Carolina Department of Agriculture. He taught Vocational Agriculture in Davidson and Ashe Counties, serving as a supervising teacher for student teachers in the latter county.

Clary is active in a number of professional organizations, among which are the National Education Association, Gamma Sigma Delta (the honor society of Agriculture), and the Rural Sociological Society. The North Carolina Future Farmers of America Association has conferred upon him the Honorary State Farmer Degree.

He is married to the former Katie Lou McArthur of Red Springs. They have one son Michael Kent, aged 3½.

Family Life Council Holds 14th Annual Conference

More than 400 participants took part in the fourteenth annual conference of the North Carolina Family Life Council, which was held in the Myers Park Baptist Church, October 22-24, in Charlotte.

The conference was featured by addresses, forums, panels, and symposiums. Keynote addresses were presented by Dr. Robert H. Rutherford, obstetrician of Seattle, Washington, who spoke on "Conserving and Enriching Family Well-Being"; Dr. Olin T. Brinkley, dean of Southeastern Baptist Theological Seminary, who addressed the group on "The Focus Religion Needs in the Home"; and Dr. Frances L. Ilg, director of the Gesell Institute of Child Development, who spoke on "Living in Balance Begins in the Family."

Dr. Mildred I. Morgan, past president of the National Council on Family Relations, moderated a panel at the first general session. Dr. Catherine T. Dennis, supervisor of home economics in the State Department of Public Instruction, presided over the third general session, theme of which was "Preparation for Responsible Family Living."

The following themes were explored during this three-day convention: "Exploring Avenues to Enriched Family Well-Being," "Family Living is a Many-Splendored Thing," "Preparation for Responsible Family Living," and "Making the Home the Center of Gravitation."

Mrs. J. Leonard Middleton of Raleigh, who is president-elect of the Family Life Council, served as program chairman for the fourteenth annual conference.

Good Teaching

- is concerned with helping the pupil develop meaning and understanding.
- is concerned with influencing the behavior of pupils.
- is concerned with the student as a person and with his general development.
- recognizes individual differences among pupils and adjusts instructions to them.
- recognizes that a teacher must be competent in both content and method.
- adapts methods to purpose, content, pupil status, and teacher ability.

—Hollis L. Caswell, president, Teachers College, Columbia University.

Addresses, Panels, Symposiums Featured In Annual Conference on Exceptional Child

More than 700 educators and others interested in education for exceptional children attended the thirteenth annual special education conference, at the Robert E. Lee Hotel in Winston-Salem, November 30-December 2. An outstanding feature of the three-day convention was an address by Governor Terry Sanford.

Others who spoke to convention participants included Superintendent Charles F. Carroll, who used as his topic "North Carolina's Commitment to Its Children"; and Dr. Charles Van Riper, director of the speech and hearing clinic, Western Michigan University, who addressed the conference on "Recent Revisions in Public School Speech Therapy." Dr. I. Ignacy Goldberg, professor of education, Teachers College, Columbia University, spoke on "Review of Research in Mental Retardation — Practical Implications for Classroom Teachers." On the final day of the convention, Dr. Lloyd M. Dunn, coordinator of special education, George Peabody College for Teachers, delivered a major address entitled, "Notable Advances in Special Education." Using as his topic, "Atmosphere for Achievement," Dr. A. Craig Phillips, superintendent of the Winston-Salem Schools, also addressed the conference.

In addition to these addresses, the convention was featured by visitations, demonstrations, panels, and symposiums. A significant panel was entitled "Resources of the State Department Staff in Special Education." Workshop sessions devoted to various areas of the retarded child were also held during the conference. Paul A. Peoples led a discussion on the use of materials, and Allen R. Cohen directed the discussion on the use of materials which have been developed by special class teachers with trainable mentally retarded children.

A symposium on opportunities for future development in special education programs included discussion of the following topics: "Organization of Special Education Programs at the Junior and Senior High School Level"; "Curriculum Enrichment for the Educable Mentally Retarded"; "Planning at the Elementary Level for the Retarded"; and "Improving and Extending Speech and Hearing Programs."

During the convention the North Carolina Council for Exceptional Chil-

dren held its annual meeting with C. Douglas Carter, president of the Council, presiding. Music for the general sessions was furnished by the Winston-Salem city and Forsyth county schools. The All-American Choir was featured at the closing session, December 2.

Felix S. Barker, director of education for exceptional children in the State Department of Public Instruction, served as general chairman of the conference, and C. Douglas Carter served as chairman of local arrangements. The conference was sponsored by the State Department of Public Instruction in cooperation with the Winston-Salem city and Forsyth county schools, the North Carolina Council for Exceptional Children, the North Carolina Speech and Hearing Association, the North Carolina Association for Retarded Children, and the Nemours Foundation.

Weldon School Paper Issues Special Edition

A special edition of *The Weldon Hi-Lites*, issued in March, is prepared in the nature of a report to the supporters of Weldon schools. Attached to this special issue is a printed copy of Governor Sanford's "A Statement of Faith and Purpose in Education."

"This March edition of the Weldon Hi-Lites is a special report on *your* returns on the most important investment of your time, your money, and your support that you have ever made: the education of your children here in Weldon City Schools," a foreword reads. "... Our report is not complete now. It limits itself at the present time to our high school, and even in this area, we have omitted reports from the music department, social studies, industrial arts, and many other phases of our school program. . . ."

This special edition includes two statements by Superintendent B. Paul Hammack—Weldon High School Looks to the Future and North Carolina's Educational Opportunity of the Century—and articles on English, Library, The Home Economics Department, Science and Mathematics, Foreign Language Department, The Physical Education Program, Guidance and Counseling, and Needs of the Business Department. It concludes with an article on "What the U.F.E. Program Means to the Weldon City Schools."

Quality Library Service Explored in New Bulletin

Achieving Quality in School Library Service, a 1961 report of the Southern States Work Conference on Educational Problems, has been distributed to librarians and administrators throughout the South. The report is the result of the cooperative work of many persons and groups on the local, state, and regional levels in the twelve Southern states.

According to Cora Paul Bomar, supervisor of library services in North Carolina's State Department of Public Instruction, "the Southern States Work Conference study of school libraries grew out of an expressed need to evaluate existing school library service and to determine directions for planning sound and dynamic library programs." Through state chairmen the project was initiated in the twelve states with the main purpose of determining the "essential elements of good library service."

Contents of this new publication include the following four chapters, plus suggested references for further reading: "Effects of Good School Library Service Upon Boys and Girls," "Patterns for the Administration of School Library Service," "Professional Relationships in School Library Service," and "Education for School Library Service."

North Carolina participants in the library project included: Cora Paul Bomar, Mrs. Hallie S. Bacelli, Mrs. Emily Butler Britt, Mrs. Mary P. Douglas, Grace Coppedge, Mary Hall, Mildred Herring, Dr. James E. Hillman, Jane Howell, Mary F. Kennon, Mrs. Rosalie Pruette, Eunice Query, and Dr. W. J. Scott.

Copies are available through William H. Pierce, Distributor of Publications for the Southern States Work Conference, State Department of Education, Tallahassee, Florida, at \$1.25 per copy.

This excellent report on the essential elements of good library service should be of considerable help to administrators, supervisors, librarians, and teachers. The concepts are sound, well expressed, and should encourage improved library services at all levels. Seldom is format in a report of this nature so attractive and conclusive to careful, thoughtful study. North Carolinians who participated in the project which resulted in this outstanding bulletin are to be congratulated for their timely services.

Fewer Children Go To College Than Should Higher Education Costs A Determining Factor

Higher education has become a cost item of great importance to the Southern family planning to send a son or daughter to college.

The average annual bill for an unmarried college student in the United States today is \$1,550, the Southern Regional Education Board has reported in its publication, "Financing Higher Education." That figure, taken from a nationwide survey completed by the Survey Research Center at the University of Michigan, is a conservative figure which does not include such items as clothing and other extras.

To pay this bill, the Southern family must spend 16 cents out of every dollar of family income at a public college. If the student attends a private institution, it will take 24 cents of every dollar of family income — and this figure is for basic expenses of tuition, room and board alone, the SREB reports.

For several years the U. S. Office of Education has surveyed the country to determine trends in "hard core costs"—tuition, room and board. They found that while Southern costs are below the national average, so is income, and the gap between average income in the South and in the nation is even greater. As a result, higher education means a greater sacrifice to the average Southern family than to the average family in the nation, the Board said.

This is illustrated by a comparison of costs at public institutions in the Southeast and in the United States. Average tuition at a public institution in the South is \$179, while it is \$168 in the rest of the United States. Cost of board in a Southern school is \$320 and in other parts of the nation it is \$374. Room expenses average \$130 in the South and \$168 in the nation.

These figures amount to a total cost of \$710 in school outside of the South and \$629 in schools of the South.

The average family income for the U. S. is \$5,417 and in the South it is \$3,911. Hence college costs represent 13.1 per cent of the family income in the United States and 16.1 per cent in the Southern states, the publication said.

Though the Southern family pays more of its budget for a child's education, a look at the state budgets of the South shows that the Southern state spends less of its budget for higher education than the average, SREB

stated. Moreover, since 1940 higher education as a per cent of state budgets has dropped in the South while it increased in the nation.

There are four major sources of funds with which a student pays for his college education, the SREB reported. The largest contribution is usually that of the students' parents. Students contributed part from their own earnings in part-time work. Scholarship aid contributes some and other general sources contribute a small part.

Family income level is a vital determinant of who goes to college. Thirty-nine per cent of parents earning less than \$3,000 expect their children to go to college, while 95 per cent of parents earning \$10 thousand and over expect to see their offspring in college, the SREB reports.

In both cases, fewer children go than are expected to — only 12 per cent of the lower income children do get to college and 65 per cent of the upper income group go.

The greatest disappointment, however, comes to the middle income range. In the \$5,000 to \$7,000 group 80 per cent expect their children to go to college and only 28 per cent actually go.

There is some evidence, too, that the young people of the lower income groups do not receive the majority of the scholarship aid that is available, according to the SREB report. Indications are that the middle income groups get the most benefit from scholarship funds.

The Council for Financial Aid to Education has estimated that half of the scholarship resources of the country are in the hands of 50 institutions. These institutions see scholarship money as recruiting money for bright students. As a consequence, the average scholarship recipient at many institutions comes from a family of more than average income.

"Such facts about student cost should lend weight to the many efforts which are being made by state legislatures in behalf of low cost public higher education, whether by holding the line on tuition increases, by providing more student aid, or by encouragement of other means of financing," Dr. Winfred L. Godwin, SREB director stated in commenting on the report.

State School Heads Plan Anew For Federal Aid

The principles of a new proposal for federal aid for education won substantial support at the annual meeting of the Council of Chief State School Officers, recently held in Baltimore. Proposed by Cleveland Bailey ("D-" Va.), chairman of the House subcommittee on education, the new bill would provide:

- A federal grant of 2 per cent of what the states spend themselves from state and local funds.
- An equalization grant for those states whose per capita income is below the national average.

The state school officers decided unanimously, concluding their four-day annual meeting, that there must be at least a doubling of the amount spent on public education, including a "substantial infusion" of federal funds. The need cannot be met, they said, "without broad federal aid." They commended President Kennedy for his "incisive recognition" of the national requirements of education.

Warning against any federal legislation that would violate the principle of church-state separation, the state school officials emphasized the necessity for provision of federal funds without federal control. In other areas they urged: \$100 million a year, provided by the federal government for basic research in colleges, local school districts, and state departments of education; five years of college preparation as the standard of preparation for school teachers; reorganization of school districts to achieve for each district a tax basis that will assure efficient operation and a complete program of services; and more consideration of the educationally deprived, many of them migrants to the large cities.

The council said federal funds, when made available to the states for education, should lose their identity when they pass state borders, so that local control of education will be strengthened. It agreed to conduct a survey to obtain a state-by-state itemization of recommendations for allocation of such money as may be provided by a federal aid program like that contemplated in the Bailey proposal, and to continue working with other educational organizations toward co-operative support of federal aid to education.—Education U. S. A.

State Welfare Board Licenses Organizations

The following organizations were licensed or re-licensed by the State Board of Public Welfare to solicit in North Carolina, in accordance with G. S. 108-80 through 84 and 86, during the month of July 1961:

Alexander Home
American Hearing Society
Boys' Clubs of America
Cape Fear Area Council, Boy Scouts of America
Council on Social Work Education
The Good Shepherd Home
Japan International Christian University Foundation
National Council on Crime and Delinquency (formerly National Probation and Parole Association)
National Multiple Sclerosis Society
North Carolina Association for Mental Health
North Carolina Congress of Parents and Teachers
North Carolina Foundation of Church Related Colleges
Seamen's Church Institute of New York
Southern Humanities Conference
United Seamen's Service
United States Committee for UNICEF

Bates Assumes New Responsibilities In Division of Vocational Education

Charles D. Bates, who has been with the division of vocational education in the State Department of Public Instruction since 1958, was promoted to the position of State Supervisor of Trade and Industrial Education, effective October 6, according to Dr. Gerald B. James, director of vocational education. Bates, who has been assistant and associate director of T. and I. since coming to Raleigh, assumes one of the major responsibilities held by A. Wade Martin, who resigned last summer to do a comparable job in South Carolina. Responsibility for coordinating the activities of the industrial education centers will be assigned to another person within the near future, according to James.

"In separating these responsibilities, the vocational program for the entire State will be strengthened. The T. and I program demands central supervision

Colleges Pool Their Faculties and Facilities

Rising enrollments with their attendant costs — expected to be even greater in the years immediately following 1964 — are inducing an increasing number of colleges and universities to pool their faculties, libraries and other facilities, a U. S. office of Education report said recently.

Prepared by Dr. Ernest V. Hollis, Director, College and University Administration Branch in the Division of Higher Education, the report points out that limited financial resources to meet the growing volume of enrollments are primarily responsible for cooperative programs which, in some cases, actually include all or most of the institutions of higher education in a given area.

"Examples have been reported to indicate that cooperation among institutions is possible in such broad matters as statewide and regional planning for a frontal attack on the problems of higher education during the next decade to as specific a matter as joint purchasing of fuel oil to capitalize on bulk purchase prices," the report says.

In many such programs, two or more colleges in an area agree that graduate students registered at one of the colleges may, with permission, take courses at any of the cooperating colleges without paying additional tuition.

In this way the graduate student can obtain the best teaching in his specialty from a variety of educational sources.

Sometimes two or more colleges cooperatively offer evening courses for adults, usually in a building in the city apart from either campus. The faculty is furnished by any of the participating colleges or by the community and credits are accepted by all of the participating colleges.

Another variation of these cooperative programs is the temporary loan or exchange of faculty members who may, therefore, teach undergraduates in more than one college during the same semester. Visiting personnel, such as artists, musicians and lecturers, may also be exchanged.

Most cooperative plans provide for joint use of such facilities as libraries, laboratories, gymnasiums and field houses and of certain types of expensive equipment. Sometimes a university which has an observatory in the area will open its facilities to the students from participating universities.

The trend toward greater cooperation among universities, the report points out, is not, however, resistless. In some cases statutory provisions prohibit an institution from entering into a cooperative agreement.

Units Vote School Bonds

Bertie, Greene and Scotland voters approved bond issues for financing school construction in elections held last month. School bonds were disapproved in Johnston and Person County units.

By a vote of 1,557 to 1,160 a bond issue of \$1,550,000 carried in Bertie County. With funds provided from the sale of these bonds, the board of education plans to build a central high school in the county.

In Scotland County by a vote of 724 to 538 a \$400,000 bond issue was passed for school improvements. Greene County voters approved an issue of \$225,000 for school building purposes by a vote of 693 to 540.

Voters in Johnston by a vote of 2,613 to 2,264 defeated a bond issue of \$1,250,000 for schoolhouse construction as a part of a consolidation program. Similarly, a \$1,100,000 bond issue tied to consolidation failed in Person County by a vote of 1,636 to 1,546.

State School Facts

Survey Shows Public Schools This Year Will Employ 42,199 Instructional Personnel Who Will Use 40,640 Instruction Rooms In Teaching An Estimated 1,140,000 Pupils

This year, 1960-61, the public schools of the State will employ a total of 42,199 instructional personnel — teachers, principals and supervisors.

These personnel will be using 40,640 instruction rooms — classrooms, laboratories and shops.

And they will be engaged in the instruction of an estimated 1,142,485 school children.

These estimates are made on the basis of a survey conducted by the State Department of Public Instruction showing status as of the end of the first month of school in the three areas of enrollment, instructional personnel, and instruction rooms. (The use of such estimates for the current year's predictions are fairly accurate. For example, on the basis of the enrollment of 1,102,926 in the fall of 1960, it was predicted that the final enrollment for the school year would be 1,125,783. Actually, when the official figure for the year was ascertained, the total State enrollment was 1,123,829.)

The accompanying table shows the results of the past five annual surveys (six have actually been made). This table is divided into three parts: (1) Enrollment, (2) Instructional Personnel, (3) Instruction Room.

1. Enrollment

At the end of the first month in the fall of 1961 there were 839,900 elementary and 280,472 high school pupils enrolled in North Carolina public schools, a total of 1,120,372.

A year ago, fall of 1960, the total

school personnel than for those employed in the elementary schools.

Out-of-field. Only 484 of the total personnel employed were teaching out-of-field; that is, at a level or area of employment other than which their certificates indicated they were qualified. This number represented 1.15 per cent of the total personnel employed.

Vacancies. Only 104 positions were vacant at the end of the first month of school. These vacancies were due to the following: Couldn't find person for position, 85; no available classroom, 19.

New personnel. The 173 administrative units employed 6,626 new personnel; that is, those who were not employed at all or who were not employed in the unit making the report. Of this number, however, 2,913 were employed in other units the preceding year. Thus, there were actually 3,713 new teachers employed this year as compared with 3,481 the preceding year. Breaking this figure down further, it is found that 2,578 of the new teachers employed, 6.11 per cent, were recent college graduates without experience; whereas the remaining 1,135 were former teachers who did not teach the preceding year.

Local supplements. Less than half, 46.02 per cent, of the total instructional personnel employed this year are receiving a local supplement. This percentage is slightly greater than that of a year ago. But over the past five years, there is a tendency for it to increase. Local units employed 53 fewer

SURVEY OF NORTH CAROLINA PUBLIC SCHOOLS
(Data for end of first month, unless otherwise specified)

ITEMS	1. Enrollment				
	Fall 1957	Fall 1958	Fall 1959	Fall 1960	Fall 1961
Enrollment in elementary schools, end of first month	797,435	810,680	824,499	839,916	839,900
Enrollment in secondary schools, end of first month	239,927	250,491	257,514	262,110	280,472
Total enrollment, end of first month	1,037,362	1,061,171	1,082,013	1,102,026	1,120,372
Total enrollment, end of first month year preceding	1,009,382	1,037,362	1,061,171	1,082,013	1,102,026
Increase	27,980	28,809	20,842	20,013	18,346
Per cent increase	2.77	2.30	1.96	1.85	1.66
Official enrollment for year preceding	1,039,487	1,060,187	1,087,457	1,105,334	1,123,829
Adjustment by above	(1956-57)	(1957-58)	(1958-59)	(1959-60)	(1960-61)
per cent	28,794	24,384	21,314	20,449	18,656
Total estimated enrollment for year indicated	1,068,281	1,084,571	1,108,771	1,125,783	1,142,485
	(1957-58)	(1958-59)	(1959-60)	(1960-61)	(1961-62)

2. Instructional Personnel

Instructional personnel* employed in elementary schools	26,821	27,298	27,821	28,600	29,885
Instructional personnel* employed in secondary schools	10,325	10,758	11,428	11,550	12,314
Total employed, end of first month	37,146	38,056	39,249	40,150	42,199
Number men employed	7,590	8,205	8,629	9,470	9,470
Per cent men employed	20.43	21.56	21.99	23.61	22.44
Number holding Class A* and Graduate Certificates	25,216	26,190	27,540	28,460	30,393
In elementary schools	25,137	26,694	27,540	28,354	28,354
In secondary schools	1,079	1,496	1,112	1,106	1,039
Per cent holding Class A* and Graduate Certificates	94.80	95.10	95.65	95.79	95.72
In elementary schools	93.72	94.12	94.71	94.86	94.88
In secondary schools	97.56	97.56	97.93	98.09	97.77
Number teachers	5,552	5,533	5,583	5,453	4,484

increase to the actual yearly enrollment of 1,125,829 for 1960-61, the enrollment for the current year will be 1,142,485. This means that during the past five years there has been an increase of approximately 100,000 (an average of 20,000 annually) in total children attending the public schools of the State.

2. Instructional Personnel

At the end of the first month of the current school term there were 42,199 instructional personnel—teachers, principals and supervisors—employed by the public schools. This number was 2,049 greater than a year ago and 6,185 more than five years ago.

Of the 42,199 instructional personnel employed, 29,885 were assigned to elementary schools (grades 1-8) and 12,314 to high schools (grades 9-12). It is observed, therefore, that although no increase occurred in elementary enrollment, there was an increase of 1,285 teachers for the elementary schools. For high schools, there were 764 additional personnel employed, an average of one for each additional 24 high school pupils. The increase in elementary teachers was due largely to the increase in State allotment of one additional teacher for each 20 allotted to reduce the average pupils per teacher and to employ librarians and teachers of special education. During the past five years, the number of elementary personnel increased by 3,694 and high school by 2,491.

Men. The number of men employed during the current year at the end of the first month was 9,470, an increase of 645 over a year ago. It will be observed that the percentage of men teachers tends to increase, having risen from 20.43 in 1957 to 22.44 this year.

Class A Certificates. Of the total 42,199 instructional personnel employed, 40,393 (95.72 per cent) held Class A and Graduate Certificates. This percentage, it will be observed, is approximately the same as it was a year ago and two years ago. This percentage was slightly higher for high

available. This number was 974 greater than a year ago.

- To take care of increased enrollment, an additional 1,645 rooms were needed.
- To replace unsatisfactory rooms, an additional 2,381 rooms were needed.
- Thus there was a need for 4,026 additional instruction rooms at the beginning of the year.
- During the year a total of 1,616 rooms are scheduled for completion.
- This would leave at the end of the school year a shortage of 2,410 rooms to face a new year with a further increase in enrollment and the further abandonment of unusable rooms.

- At the beginning of this school year, 35,425 pupils were being taught in temporary quarters, but only one building involving 430 pupils was used for double sessions.

Census Publications

Two recently issued publications by the U. S. Department of Commerce, Bureau of the Census, include population data concerning North Carolina. They are PC (1) 35A, N. C. Number of Inhabitants and PC (1) 35B, N. C. General Population Characteristics.

The first report presents statistics on the number of inhabitants of the State and its subdivisions—counties, cities, towns and townships. Maps and various comparative data by years are also included in this publication.

The second report presents statistics concerning all persons as to age, sex, race, relationship to head of household, and marital status. This information is also shown by counties and other subdivisions, with comparative data from earlier censuses.

These publications are available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. at 40 cents and \$1.00, respectively.

New teachers this year	3,409	2,154	2,138	2,352	2,578
"Brand new," just out of college					
"Former teachers" returning to profession	1,285	1,141	1,260	1,228	1,135
Per cent new personnel in units this year	15.04	13.75	14.07	13.60	15.70
Less per cent from other units	5.78	5.13	4.85	4.93	6.90
Per cent new teachers this year	9.26	8.62	9.22	8.67	8.80
Per cent from colleges, "brand new,"	5.80	5.62	5.99	5.61	6.11
Per cent "former teachers,"	3.46	3.00	3.23	3.06	2.69
Personnel receiving local supplement	15,237	15,715	16,766	18,044	19,422
Per cent receiving local supplement	41.02	41.29	42.55	44.94	46.02
Personnel paid entirely from local funds	1,884	1,946	2,249	2,358	2,305
Per cent paid entirely from local funds	5.07	5.11	5.70	5.87	5.46

3. Instruction Rooms

Instruction rooms (classrooms, laboratories, shops) available at beginning of the preceding school year†	34,980	36,685	37,636	38,520	39,650
New rooms completed during preceding year	2,113	1,596	1,394	1,614	1,615
Total instruction rooms	37,093	38,281	39,030	40,134	41,265
Less abandoned rooms during year	853	570	431	458	625
Instruction rooms available at beginning of year	36,240	37,711	38,599	39,676	40,640
Additional rooms needed for increased enrollment	1,413	1,459	1,412	1,620	1,645
Additional rooms needed to replace unsatisfactory rooms	2,506	2,247	2,000	2,109	2,381
Total additional rooms needed	3,919	3,706	3,412	3,729	4,026
Instruction rooms scheduled for completion this year	1,599	1,525	1,533	1,510	1,616
Shortage of instruction rooms only at end of the year (not including any needs for increased enrollment for the following year)	2,320	2,181	1,879	2,219	2,410
Students being taught in "temporary" quarters	38,997	39,141	35,272	29,861	35,425
Not owned by the board of education	2,205	1,825	2,030	2,259	1,518
Improvised within public school buildings	36,792	37,316	33,242	27,602	33,907
Buildings operating "double sessions"	25	30	24	11	1
Pupils enrolled in first session	3,346	4,194	3,254	747	263
Pupils enrolled in second session	2,775	3,709	3,233	689	167
Total children	6,121	7,903	6,487	1,436	430

* Includes teachers, principals and supervisors

** Class A equals college graduate with professional courses; Graduate equals master's degree and experience.

*** That is, at a level or area of instruction other than for which prepared.

† Does not include auditoriums, libraries, gymnasiums, study halls, lunchrooms and multi-purpose rooms.

Which H.S. Subjects Need More Emphasis? Boys Pick Science, Girls Foreign Languages

Ten thousand American teen-agers recently wrote out a "report card" on U. S. high schools. Taking part in an Institute of Student Opinion poll which covered 192 secondary schools in 45 states, the teen-agers rated eleven different subjects.

"Should American high schools," the poll asked, "place more, less, or the same emphasis on the following subjects: agriculture, commercial courses, English, foreign languages, home economics, mathematics, music and visual arts, physical education, science, shop, and social studies?"

Results indicate that the vast majority of students want *more* work in the so-called "tough" academic courses rather than less work in other courses. For example, a majority of boys and girls combined want more science, math, foreign languages, English, and social studies. Only one in five wants less music, shop, or home economics—but this is balanced by the one in five who wants *more* music, shop, and home economics.

A complete breakdown of poll results follows:

BOYS ONLY

More Emphasis

Science (75%)
Mathematics (73%)
Foreign languages (62%)
English (51%)
Physical education (51%)
Social studies (51%)
Agriculture (35%)
Shop (34%)
Commercial subjects (24%)
Music and visual arts (19%)
Home economics (17%)

Less Emphasis

Music and visual arts (26%)
Shop (24%)
Home economics (20%)
English (10%)
Agriculture (9%)
Commercial subjects (9%)
Physical education (9%)
Foreign languages (8%)
Social studies (8%)
Mathematics (4%)
Science (3%)

GIRLS ONLY

More Emphasis

Foreign languages (68%)
Science (65%)
English (61%)
Mathematics (60%)
Social studies (55%)
Commercial subjects (41%)
Physical education (32%)
Agriculture (27%)
Home economics (26%)
Music and visual arts (25%)
Shop (15%)

Less Emphasis

Shop (19%)
Physical education (18%)
Music and visual arts (18%)
Home economics (16%)
Agriculture (9%)
Social studies (7%)
Foreign languages (6%)
Mathematics (6%)
Commercial subjects (5%)
English (4%)
Science (4%)

BOYS AND GIRLS COMBINED

More Emphasis

Science (70%)
Mathematics (66%)
Foreign languages (65%)
English (56%)
Social studies (53%)
Physical education (41%)
Commercial subjects (33%)
Agriculture (31%)
Shop (23%)
Music and visual arts (22%)
Home economics (22%)

Less Emphasis

Music and visual arts (22%)
Shop (21%)
Home economics (18%)
Physical education (14%)
Agriculture (9%)
Commercial subjects (7%)
Foreign languages (7%)
Social studies (7%)
English (7%)
Mathematics (5%)
Science (4%)

The Institute of Student Opinion, an independent activity sponsored by *Scholastic Magazines, Inc.*, has been conducting nationwide surveys of teen-agers since 1943. This scientifically-drawn sample of nearly 10,000 students covered grades 7 through 12, in junior and senior high schools of all sizes, both public and private.

Film Talk

GEOGRAPHY OF SOUTH AMERICA: THE CONTINENT

Grade level—intermediate grades or junior high school. Subject—geography. The main geographical features of South America are pointed out in this film, including the busy industrial cities and the pastoral country side. Beautiful film.

13½ minutes, color, Coronet

HOW SUNSHINE HELPS US

Grade level — primary. Subject—science, language arts. Jack spends too much time at the beach. Because of his sunburn he wishes there were no sun and no sunshine. Jack's father explains the usefulness of the sun and what would happen if we had no sunshine.

11 minutes, black and white, Coronet

ENERGY AND ITS FORMS

Grade level—intermediate. The basic concepts of energy and the basic fuels which are used to provide energy are shown. Energy can be changed from one form to another.

11 minutes, black and white, Coronet

SENSE OF PERCEPTION: PART 1

Excellent film for junior high school science. The five senses are the doors to the world around us. What would we do if one of these were lost or changed? An experiment by Dr. Moore shows how the brain reacts in such a situation.

37 minutes, color, Moody Institute of Science

SOUNDS IN THE SEA:

Grade level—upper elementary. Subject—science. A beautiful film showing that the world beneath the ocean is as full of sound as it is full of beauty. The study of underwater sounds made a significant contribution to the ocean warfare during World War II.

16 minutes, color, Moody Institute of Science

PROJECTING IDEAS ON THE OVERHEAD PROJECTOR

This film demonstrates:

- easy operation
- types of projected materials
- writing materials
- use of color
- arrangement of overlays
- projection of motion

Excellent source of teaching ideas.

15 minutes, color, State University of Iowa

Dr. Catherine T. Dennis Presented Award By Farm Bureau for Outstanding Service

Dr. Catherine T. Dennis, supervisor of home economics in the State Department of Public Instruction since 1936, was awarded the State Farm Bureau's highest honor, November 21, at a special banquet session in Raleigh. The Board's Distinguished Service to Agriculture award was also presented to Congressman Harold D. Cooley for "steadfast devotion and great service to agriculture." Dr. L. M. Massey of Zebulon presented the awards.

Dr. Dennis was cited for her work in "improving the quality of training of students of home economics." The citation stated further that she "has never lost her love for the classroom and still maintains a district of home economics teachers under her personal supervision in order to spend time in the classroom." Recently Dr. Dennis served as president of the World Federation of Home Economics Teachers.

Congratulations to Dr. Dennis from her cohorts in the State Department and from her professional and social friends throughout North Carolina for this timely and well-deserved recognition. For a number of years Dr. Dennis has devoted her energies at State and national levels toward bringing additional quality to home economic programs. Her awareness of needs in this area, her knowledge and skills as related to home economics, and her dedication as an educational leader have done much to improve education in North Carolina.

Board Adopts Two Rules Re Public School Athletics

Two new rules governing athletics in the public schools of North Carolina were adopted by the State Board of Education at a meeting held November 2. These two rules were: (1) Junior high schools shall not be permitted to play night games followed by a school day in any sport; (2) A player shall not dress for a game when he is not eligible to participate in the game.

These rules were recommended by the State Advisory Committee on Athletics and approved by the State Superintendent of Public Instruction. They became effective with the beginning of the 1961-62 basketball season.

As interpreted, rule 1 applies to seventh and eighth grade students regardless of the organization of the school.

Congress Appropriated More Than Half Billion For Education in 1961

More than half a billion dollars were appropriated by Congress for education in 1961. These appropriations were for the following purposes:

• Promotion and further development of vocational education	\$ 33,702,081
• Further development of colleges of agriculture and the mechanic arts	2,501,500
• Land-grant college aid	2,225,000
• Grants for library services	7,500,000
• Payments to school districts	217,300,000
• Assistance for school construction	63,392,000
• Defense education activities	187,480,000
• Expansion of teaching in education of the mentally retarded	1,000,000
• Salaries, expenses and research for Office of Education	13,875,000
• Salaries and expenses (special foreign currency program)	30,750
Total	\$529,006,331

Character of "A Nearly 50 Years Ago School"

The following excerpt, written nearly fifty years ago, was taken from the catalog of the Jamestown Public High School, 1912-1914. At that time, Dr. E. J. Coltrane was superintendent and A. G. Otwell was principal. Readers of the *Bulletin* will find interest in the modern, comprehensive philosophy expressed in this statement.

"The qualities that we desire to distinguish the Jamestown High School are these: We seek to make the school a place where character is nourished, where intellect is stimulated and properly trained, where health is considered and cared for, where good manners are promoted, and where children are taught skill in the use of their hands and respect for the dignity of labor.

"Our aim is to give a good practical education to those who are intrusted to our care. Realizing that many who shall attend these public schools may never be able to pursue advanced studies, we are attempting to give just that broad and thorough course of instruction that will prepare for life and the demands of the day. We do not,

Auditorium Named For Mooresville School Head

Dr. Roland R. Morgan, superintendent of the Mooresville city schools, was honored recently by the naming of new Mooresville high school combination auditorium-music building in his honor.

The naming of the new school facility was approved by the Mooresville Board of Education held early in October during ground-breaking ceremonies on the building site. The building will cost \$241,383. Main floor of the auditorium will seat 1,080 persons; and the balcony, an additional 320. The basement will house the music department of the senior high school.

Action of the Mooresville board of education was taken upon receipt of a petition, which read as follows:

"We, the undersigned members of the staff and faculty of the Mooresville Graded Schools, hereby respectfully request the Board of Trustees of the Mooresville Graded School District to dedicate the new auditorium at the high school as the Roland R. Morgan Auditorium."

The petition was prepared, it was pointed out, "in recognition of Dr. Morgan's professional leadership, his outstanding achievements, and his community service."

however, fail to emphasize the importance of college education and at all times present this as a most worthy ambition for the student. In fact, we hold that one of the purposes of the high school is to prepare for college, yet we strive to prepare for real life as well.

"It is intended that a strong personal sympathy between student and teacher shall be characteristic of this school. Students are considered individually and methods are adopted according to the needs of each. The most cordial and friendly relations have always existed between the teachers and pupils here and we shall strive to maintain this relationship. The pupil thus comes to look upon the teacher as a friend and helper rather than as a hard taskmaster. The ambitious student is thus enabled to work with more purpose and the backward student is helped to use his latent power. The principle of self-reliance is not slighted, but rather encouraged and cultivated."

Charlotte-Mecklenburg Student Unit Added To School Social Work Department

A student unit for the training of school social workers has been established this year in the Charlotte-Mecklenburg Schools by the School of Social Work at the University of North Carolina. The project is being financed by a grant from the National Institute of Mental Health.

The announcement was made recently by Dr. Arthur E. Fink, Dean of the School of Social Work, and Dr. Elmer H. Garinger, Superintendent of the Charlotte-Mecklenburg Schools. Dr. Fink has been working with the local school officials for several months in preparation for this project. Others assisting in the formulation of plans included Marie McNabola, a consultant with the National Institute of Mental Health, and Mrs. Isabelle Carter, field work consultant with the School of Social Work at the University of North Carolina.

The student unit is composed of six graduate students and a supervisor, and has been placed in the attendance and social work department of the local schools under the general supervision of the director, Mrs. Anne S. Hausmann. The local department is the only school social work organization in the Southeast to be approved for this type of grant from the National Institute of Mental Health.

The National Institute of Mental Health makes grants to various agencies, universities, and organizations for the training of personnel and for research projects in the general field of mental health. This is the first year that the NIMH has made grants in the field of school social work, which is now being recognized as an important factor in the preventive mental health services of the community.

The six students who have been placed in the local school department are candidates for the degree of Master of Social Work at the University of North Carolina and are in their second year of graduate study. They will spend six months in Charlotte, from September through February, in order to obtain practical experience under close supervision.

Dr. Charles Carroll, State Superintendent of Public Instruction, has stated an interest in the contribution that school social workers can make to the education of children, and has rec-

ommended that they be employed in schools throughout the State. He has requested funds from the State Legislature for the employment of attendance workers who have had social work training.

The local school attendance and social work department was established in 1954 with two workers. Now, the Charlotte-Mecklenburg Schools employ eleven trained social workers.

These social workers assist the school principal and teachers in discovering why children are truant, why they misbehave, and why they do not achieve up to their ability. Case work services may be offered to the child and his family by the school social worker or the family may be referred to community agencies, such as the Family and Children's Service or the Mental Health Clinic, for more intensive counseling.

Teaching Tools Used In Asheville Schools

To produce greater learning in less time—that is why the Asheville schools make use of teaching tools in a variety of ways.

Under the direction of J. M. Shaver, audio-visual aids director, and the city's two elementary supervisors, special training is given teachers on methods of using teaching tools.

The school system maintains a resource center and teachers' workshop for all staff members, where teachers may gather to make special instructional tools, such as mark-ups, demonstrations, graphs and posters. Here, too, are provided a number of ready-made, free and inexpensive materials. Motion pictures, slides, photographs, charts and special devices are produced by the A-V department at the request or in cooperation with teachers.

For example, the music and A-V aids departments have cooperated to set up a new music-by-telephone-wire program. In this experiment the teacher teaches the lesson from the city hall which is carried simultaneously into seven elementary schools. At the same time a tape recording is made for use by those schools that are not equipped with intercom systems. Also, the new elementary foreign language program makes wide use of electronic audio-visual tools.

Tom Parker Joins Staff As Coordinator in T. & I.

Tom Parker, joined the State Department of Public Instruction, September 1 as coordinator of the supervisory development training program, trade and industrial section of the Division of Vocational Education. He will have offices in Burlington and Raleigh. According to Dr. Gerald James, director of the division, Parker will be responsible for helping industrial and hospital supervisors and potential supervisors upgrade their skills and develop new and appropriate skills.

Already Parker, with the assistance of State Department personnel, has prepared a bulletin in which thirty-eight supervisory development courses are outlined.

Prior to joining the Department of Public Instruction, Parker was engineering results investigator for Western Electric in Burlington; and before this, personnel employment manager for Kayser-Roth Company in Burlington. For four years he taught in the Burlington city schools. During 1945-47 he served in the Army with the Army Finance Section.

Parker received his A.B. in education at the University of North Carolina; his M.Ed. at UNC; and his Master's in public health at UNC. He is married to the former Peggy Jane Hart of North Wilkesboro, and is the father of four girls and one boy.

Board Adopts Policy Re School Purchases

Purchasers of school supplies and equipment should not accept stamps, prizes, premiums, and other similar concessions when buying for the public schools.

This is a policy adopted by the State Board of Education at its September meeting.

This policy should apply to purchases made either from State or local funds. "Premiums, prizes, and other gifts accompanying such purchases are ultimately paid for in one way or another," the Board said. "Therefore, as a matter of fair trade practice and as a means of promoting competitive bidding and protecting the taxpayer, school personnel should not accept stamps, prizes, premiums, and similar concessions from dealers, merchants, and other agents supplying any and all needs of the public school system from either State or local funds."

Hillman Made Trustee Of Pembroke State College

Dr. James E. Hillman, adviser in teacher education in the State Department of Public Instruction, was appointed last month by Governor Terry Sanford to an eight-year term as a member of the Board of Trustees of Pembroke State College in Pembroke.

For twenty-seven years Dr. Hillman served as supervisor for Pembroke State College for the State Board of Education, and has exercised great influence in the growth and progress of this institution.

Prior to accepting his present position as adviser in teacher education, Dr. Hillman was assistant director of the State Board of Higher Education, and before this was director of the division of professional services in the State Department of Public Instruction.

Charles Warren Attends National Rehab Conclave

Charles Warren, director of vocational rehabilitation in the State Department of Public Instruction, and H. E. Springer, chief of rehabilitation services, attended the National Rehabilitation Association conference in San Francisco, October 2-4, along with approximately 1,500 other delegates and interested personnel.

Keynote address at the convention was made by Honorable Abraham Ribicoff, Secretary of Health, Education, and Welfare in the President's cabinet. Other outstanding speakers were featured at the conference, along with a number of panels and sectional meetings.

Warren served on a special committee for the Association dealing with "training for professional personnel"; and during the convention also gave particular attention to "rehabilitation and geriatrics" and to the "independent living rehabilitation program." The latter program is concerned with rehabilitation of individuals who, though they may not be employable, may be sufficiently rehabilitated to relieve those in whose care they have been.

"This independent living rehabilitation program may well be the next major step in the overall rehabilitation effort throughout the country. For years I have written and spoken to this point, and am happy that interest in this concept is spreading somewhat rapidly," declared Warren.

Study of Teacher Education Results in Agreements for Improvement

Teacher Education in North Carolina — A Cooperative Approach, was recently issued by the North Carolina Board of Higher Education as its report of the Cooperative Teacher Education Curricula Study of North Carolina Colleges, 1959-61. This 227-page report includes addresses made at the several working conferences, reports of twenty-one study groups, summarization of present State certification requirements and recommendations of study group reports for those requirements, a chapter on "What Next?" and an analysis of working materials.

Through this study the Board of Higher Education sought to determine the nature of the teacher education program now existing in the State, the kind of teacher education the State needs, and what steps should be taken and by whom in order to get the kind of teacher education needed.

President W. H. Plemmons of Appalachian State Teachers College, served as chairman of the study; Dean Ivy M. Hixson, Salem College, vice chairman; and Dr. James E. Hillman, then with the Board of Higher Education and now adviser in teacher education with the Department of Public Instruction, served as secretary for the study. A steering committee of fifteen college representatives composed an active steering committee. Approximately 500 educators from North Carolina public and private institutions of higher learning, from the public schools, and from the Department of Public Instruction participated in this study.

The study was sponsored by the N. C. Negro College Conference, State Board of Higher Education, State Board of Education, State Department of Public Instruction, Cooperative

Teacher Education Curricula Study of North Carolina Colleges, N. C. Education Association, N. C. Teachers' Association and the State Advisory Council on Teacher Education.

Addresses in the volume include those by Russell M. Cooper, dean of the College of Liberal Arts, University of South Florida, who spoke on "General Education Designed for Teachers"; Donald P. Cottrell, dean of the College of Education, The Ohio State University, "Professional Education in the Pre-Service Course for Teachers"; T. M. Stinnett, executive secretary of the National Commission on Teacher Education and Professional Standards, NEA, "Toward Unification of Cultures"; Florence Stratmeyer, Teachers College, Columbia University, "Providing a High Quality Student Teaching Experience"; and Kenneth E. Howe, dean of the School of Education, Woman's College, UNC, "Improving Teacher Education Through Cooperative Study."

In discussing the study, Dr. Hillman stated, "Those who participated in this study believe that it has made a distinct contribution to the cause of teacher education, and that its implementation will produce a program of teacher education second to none in the country." Hillman stressed that there was unanimity on the following basic concepts:

- Teacher education is the responsibility of the total institution, not just the department of education.
- Improving teacher education is a continuing process.
- Standards for teacher education must be high.
- The improvement of teacher education is a cooperative process.

Federal Aid Wrong?

Some people believe there is something wrong with using federal money for education. Why? Federal money is used for practically every other purpose.

Look how much federal money already goes to the states. Over the country as a whole, federal money flowing into the states in various types of aid equals 47% of the total state tax collections. State and local governments would find it exceedingly difficult to operate without the assistance now received from the federal government.

Farmers, doctors, nurses, highway users and highway builders, retired persons, the physically handicapped, veterans, widows, the unemployed—all derive some benefits from federal money. Why not the youth of the nation? — Sam M. Lambert, National Education Association.

300 Supervisors Attend Annual Conference; Curriculum Frontiers in 60's Discussed

More than 300 supervisors and other educators attended the annual study conference of the division of supervisors and directors of instruction of the North Carolina Education Association, at Sedgefield Inn in Greensboro, November 15-17. Arthur S. Alford, Pitt County assistant superintendent in charge of instruction, presided over the general sessions as president of the group. Curriculum frontiers of the Sixties were explored during this three-day convention.

State Department personnel who participated in this program included Nile F. Hunt, Annie John Williams, Homer A. Lassiter, Joseph L. Cashwell, Marie Haigwood, Arnold Hoffmann, and Madeline Tripp.

Outstanding speakers for the conference included Dr. Henry I. Willett, superintendent of the Richmond city schools; Dr. Kenneth E. Howe, dean of the school of education at Woman's College, who addressed the group on

"Issues of the Sixties"; Dr. Samuel Sox, pastor of the First Lutheran Church in Greensboro; and Dr. Leo W. Jenkins, president of East Carolina College.

Study groups centered their discussions around the following topics: "Criteria for Selecting Content in the School Curriculum"; "Goals and Values Inherent in the Curriculum Program"; "Educating for Intellectual Competence"; "Maintaining Balance in the School Curriculum"; "Guidelines for the Improvement of Instruction"; and "Leadership in Curriculum Development."

Special features of the study conference were an orientation session for all new supervisors on the opening day of the convention plus a reception honoring all new supervisors.

Entertainment was provided by music groups from the city schools of Greensboro.

Nash School Offers Four Different Diplomas

Coopers School in Nash County offers its students four different diplomas: Academic, Vocational, General, and Minimum.

According to E. C. Pearce, principal of the school, students who work toward the Academic and Vocational diplomas must not only take more units (18), but they must receive a grade of 80 or better on each course. Girls must include home economics for two years. Students taking courses for credit toward the General diploma are required to have 17 units with a minimum 4-year average of 75. For those who cannot qualify for either these three diplomas but who meet the minimum State requirements, the Minimum diploma is issued.

In commenting on the diploma plan, principal Pearce stated that "better students need to and will take more units of the more difficult subjects if they are given recognition on their diplomas for the extra efforts. . . . In a choice of diplomas, students usually want the one carrying the most honor; therefore, they will at the beginning of high school plan their work for the four years and strive toward that goal. "In many cases," he stated, "students take 20 units and qualify for the Academic and the Vocational diplomas."

Phillips Named Head of Charlotte-Mecklenburg Unit

Dr. A. Craig Phillips, superintendent of Winston-Salem city schools since 1956, has been named to head the Charlotte-Mecklenburg school system, effective July 1, 1962.

Dr. William C. Self, assistant to Dr. Phillips, will become associate superintendent in the new Charlotte-Mecklenburg set-up.

Dr. Phillips will succeed Dr. Elmer H. Garinger, who will retire at the end of this school year. J. W. Wilson, now associate superintendent, will be assistant superintendent with responsibility in the areas of maintenance, transportation, construction, building sites and cafeterias.

A. G. Bullard Receives Three National Honors

A. G. Bullard, supervisor in agriculture for the State Department of Public Instruction, recently was honored on three separate occasions at the national level.

Early in October, in Atlanta, Bullard was awarded an honorary superior farmer degree at the annual meeting of the National Association of New Farmers of America; and through this honorary degree he becomes one of the limited number throughout the nation.

A comparable honor, "the honorary American farmer degree," was presented Bullard by the Future Farmers of America, at their annual convention in Kansas City later in October. At the same conference he received a service plaque for duties performed as a member of the board of trustees of the Future Farmers of America Foundation, an organization of approximately 300 farmers and business men who contributed funds for the advancement of the FFA activities.

Bullard was appointed last month to represent the supervisors of the Southern region on a National Committee of the American Vocational Association, which is working on proposals for establishing a national center for advanced study and research in agricultural education.

Congratulations to A. G. Bullard for the recognition accorded him at the national level for the outstanding contribution he is making to the State, the region, and the nation in his efforts to bring more and more quality to agricultural education. The State Department as well as North Carolina itself is honored by these recent recognitions.

North Carolina: A State Of Ninth Graders

North Carolina is now a State of ninth graders.

The 1960 Census of Population, recently released, shows that the median school years completed by persons 25 years old and over is 8.9, a year higher than ten years ago.

A division of the "years of school completed" item of the census report shows that urbanized areas of the State had the highest education, a median of 11.3 years of school completed of persons 25 years old and over. In other urban areas, the median school years completed was 9.8, whereas in rural areas the median was 8.3.

The Census Report showed that there were in 1960 a total of 2,307,171 persons in the 25 years old and over bracket, representing 50.6 per cent of the total population. The education of this group was as follows:

No. school	Number	Per Cent
No. school	70,827	3.1
1 to 4 yrs. elem.	309,226	13.4
5 and 6 yrs. elem.	317,379	13.8
7 yrs. elem.	258,154	11.2
8 yrs. elem.	215,066	9.3
1-3 yrs. high school	392,302	17.0
4 yrs. high school	436,194	18.8
1-3 yrs. college	163,131	7.1
4 yrs. college or more	144,892	6.3
Total	2,307,171	100.0

The Attorney General Rules . . .

Public Schools: Superintendents, Principals and Teachers; Members of the National Guard or Various Reserve Units; Leave of Absence For Military Service; Re-Employment Rights.

In reply to your recent inquiry: You state that you are beginning to receive numerous inquiries concerning the employment rights of servicemen upon their release from military duty. Some teachers belong to reserve units, some belong to the National Guard and a few teachers are being notified by their local draft boards that they might be called into service. These persons are concerned about their right to claim the positions which they formerly held in the public school system upon their release from active duty.

You ask this office to comment on the re-employment rights of these persons.

I do not find any definite leave of absence provisions in Chapter 115 of the General Statutes which deals with the public school system of the State nor do I find any State statute which in specific words guarantees to any superintendent, principal or teacher re-employment rights because of induction into military service on an active duty basis. As you know, nearly all such re-employment laws, where the same have been enacted, deal with the absence of employees from their positions and jobs because of specific wars or conflicts, and, for example, the last one being the military operations in Korea.

I find that Article 4 in Chapter 128 provides for leaves of absence for State officials, county officials and municipal officials for military or naval service, protracted illness or other reason satisfactory to the Governor, board of county commissioners or the governing body of the municipality, as the case may be.

There appears in Chapter 127 of the General Statutes, dealing with the National Guard and State Militia, G.S. 127-83, and I quote this section:

"Sec. 127-83. Leaves of absence for State officers and employees.—All officers and employees of the State, including superintendents, principals, and teachers in the public schools of the State, who shall be members of the national guard, naval militia, officers reserve corps, enlisted reserve corps, or the naval

reserves shall be entitled to leaves of absence from their respective duties, without loss of pay, time, or efficiency rating, on all days during which they shall be engaged in field or coast-defense training ordered or authorized under the provisions of this chapter or as may be directed by the President of the United States."

The above-quoted section has been construed by this office to apply to short periods of training service, and it does not apply to the members of the National Guard or other reserve units who are called up for active duty. It is our understanding from General Orders No. 184, issued from the Headquarters of the Third United States Army of Fort McPherson, Georgia, on the 8th of September, 1961, that men and units are now being called up by the President under Public Law 87-117 to regular active duty as a part of the Army of the United States for a period of twelve consecutive months unless sooner relieved, and I assume the same is true of men in the reserve components of other branches of military service. I am, therefore, of the opinion that the above-quoted statute does not apply to this situation, and I attach copy of a ruling issued by this office on February 25, 1952, in which we discuss this statute.

It is true that G. S. 115-151 (Vol. 3A, Replacement 1960) provided for the continuation of salary increments on an experience basis for those superintendents, principals and teachers who entered the armed or auxiliary forces of the United States after September 16, 1940. A casual reading of this statute, however, show that it applies to events that have already transpired.

I am of the opinion that the various county and city officials of the boards of education under their general powers of control and operation of the public schools in their units would have the authority to grant leaves of absence to persons inducted into the military service with the understanding that these persons would be re-employed when they return from military duty if they are mentally and physically fit to continue their duties as superintendent, principal or teacher. Inasmuch as teachers are employed on a yearly contract basis, and the same applies to principals, and superintendents are employed for a term of two years, I

believe the various boards of education could employ acting superintendents, principals or teachers on a temporary or interim basis until those persons who formerly held these positions could return from military service. This would be a matter for each individual board of education to consider as I know of no provision of law that would require or compel such action to be taken.—Attorney General, September 21, 1961.

National Guard; Leave of Absence for State Officers and Employees.

In reply to your recent inquiry: In your letter of the 22nd of February, 1952, you state as follows:

"Our Department has had a number of inquiries within the past few months from the various State departments regarding military leave for training purposes. Their primary concern is the fact that there is no maximum set on the amount of time the State has to pay an employee while on military leave for training purposes.

"For your information we have attached a copy of the most recent inquiry which was received from the Department of Conservation and Development. We would appreciate a determination, in writing, on the matter mentioned in the last paragraph of Mr. Bernstein's letter. We would also like to request that a copy of your letter be sent to the Department of Conservation and Development."

It is true that there is no time limit included in G. S. 127-83, which provides for leaves of absence for members of the National Guard and Reserve Corps. Although the matter has been brought to the attention of the General Assembly on numerous occasions, that body has not seen fit to change the law. This law was last amended in 1949.

This office has consistently taken the position that where a State employee is called into Federal service on a temporary basis for active duty training, he is entitled to full pay from the State without loss of pay, time, or efficiency rating during the period of such training. If, on the other hand, such person is called into the Army of the United States for what is termed by the Army as "extended active

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LOOKING BACK

Five Years Ago

(N. C. Public School Bulletin, December, 1956)

A program to re-emphasize physical fitness for American youth has been launched by local, State and national school agencies, according to Charles E. Spencer, Director of the Division of School Health and Physical Education, State Department of Public Instruction.

Ten Years Ago

(N. C. Public School Bulletin, December, 1951)

Forsyth County school children get report cards this year with letters, S, I, L, and U instead of the usual A, B, C, D's that are more commonly used throughout the State.

State Funds in the total amount of \$93,091,876.14 were used in operating the public schools during 1950-51.

Fifteen Years Ago

(N. C. Public School Bulletin, December, 1946)

Enrollment this year in the State's colleges and universities totals 44,103, it is revealed in a recent study made by Dr. James E. Hillman, Secretary of the North Carolina College Conference.

Charles W. Phillips of Greensboro, president of the North Carolina Education Association, presented both good and bad aspects of the teaching profession at a meeting of Forsyth County school teachers last night (November 4).

The 1,500 public school teachers who have retired since 1941 when the Retirement Act was passed received an average monthly salary of \$27, it was stated recently by Nathan H. Yelton, Executive Secretary of the Retirement System.

Twenty Years Ago

(N. C. Public School Bulletin, December, 1941)

By virtue of the school election held in the Lincolnton city administrative unit on November 4, that unit will have a nine months' school term beginning with the 1942-43 year.

W. R. Mills superintendent of the Franklin County administrative unit for the past six years, died suddenly on November 17.

Twenty-five Years Ago

(N. C. Public School Bulletin, December, 1936)

More than 17,000 persons throughout the State are now benefitting from the WPA educational program sponsored by the State Department of Public Instruction and under the direct supervision of Mrs. Elizabeth Morris.

Aldous Joins Proffitt On Staff of Merit Study

Robert G. Aldous, a native of Ogden, Utah, became assistant director of the Statewide Merit Study, effective November 17. In this position, he will work with Dr. Brank Proffitt, director, who since mid-summer has been making preparations for three pilot programs in merit study in North Carolina.

Aldous received his bachelor's degree at Utah State University in 1950 and since then has done graduate work at the same institution. For five years Aldous taught science and social studies in the Weber County District in Utah; for three years he served as an elementary principal in the same district and for two and a half years he was merit study director. Aldous came to North Carolina from the last position.

"It is anticipated," declared Director Proffitt, "that Aldous will divide his time between field work and activities in the Raleigh office. Much needs to be done during every phase of the Statewide Merit Study by way of public information; and as North Carolina administrative units are chosen for pilot studies, much will be required at the State level by way of preparation, initiation, and follow-up of these pilot studies."

In commenting on Aldous' special fitness for this position, Proffitt stated that he came to North Carolina from a situation in Utah in which a strong, central lay-professional group explored ideas concerning merit pay and in which ideas were tried out experimentally when this seemed feasible. "Aldous' background for making a positive contribution to North Carolina's Statewide Merit Study is sound and practical. His addition to the staff will mean that the Study can soon be operating in high gear."

Aldous, the father of a boy and a girl, lives with his family in Garner.

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duty", the provisions of G. S. 127-83 do not apply.

I have examined the copy of the orders enclosed in your letter and, in my opinion, the reservists named therein are entitled to the privileges extended by G. S. 127-83 for the reason that they are called into the service for training on a temporary basis. — Attorney General, February 25, 1952.

MAKING TODAY'S NEWS

Durham. Plans for admitting new students to the Durham Industrial Education Center starting next month were announced today by H. K. Collins, director. *Durham Sun*, Nov. 9.

Kings Mountain. A \$521,835 budget for the Kings Mountain administrative school unit was approved by the board of county commissioners Monday after prior approval Thursday by members of the Kings Mountain Board of Education. *Kings Mountain Herald*, Nov. 9.

Raleigh. More than a half-million books were circulated last year in the libraries of the Raleigh Public Schools. *News and Observer*, Nov. 12.

Winston-Salem. Techniques of teaching youngsters to speak foreign languages will be the subject of a workshop Nov. 20 for foreign language teachers in Winston-Salem's junior and senior high schools. *Winston-Salem Journal and Sentinel*, Nov. 12.

Stokes. A State-conducted survey of Stokes County schools has recommended consolidation of the county's eight high schools into two new central plants, one for the northern and the other for the southern part of the county. *Winston-Salem Journal and Sentinel*, Nov. 12.

Pender. Health workshops for Pender County teachers of 4th through 8th grades were held Monday at Burgaw School and on Tuesday afternoon at C. F. Pope School. *The Wilmington Star*, Nov. 9.

Cabarrus. Cabarrus County's Board of Education said today it would decide early in 1962 whether to build additional classrooms at existing buildings or launch a consolidation program. *The Daily Independent*, Nov. 6.

Lee. Lee school buses in October carried a total of 3,072 students 31,228.9 miles, School Superintendent J. J. Lentz reported today. *Sanford Herald*, Nov. 15.

Pamlico. The first of what is expected to be a series of adult education courses gets underway next week in Pamlico County when a study of navigation and piloting begins at Pamlico County High School. *The Sun-Journal*, Nov. 15.

Greensboro. School buses serving the Greensboro City schools are carrying 5,100 pupils each day in 51 vehicles and most buses make three runs before and after school. *Greensboro Daily News*, Nov. 16.

Gastonia and Rowan County to Participate In Experimental Teacher Merit Pay Study

Preliminary plans have been completed for the participation of two administrative units in the experimental study and pilot program in teacher evaluation and merit pay, according to Dr. Brank Proffitt, director of the special program which was authorized by the 1961 General Assembly. Agreeing to participate in the program according to the rules of procedure and organization adopted by the State Board of Education December 7 are Gastonia and Rowan County.

"The purpose of the study," according to these rules of procedure, "shall be to establish, administer, and evaluate an experimental teacher evaluation and merit pay program, in two or more local school administrative units serving as pilot centers, in accordance with a special act of the 1961 Legislature."

"Gastonia and Rowan County administrative units were selected as pilot centers for this experimental program in terms of their interest in the program and their demonstrated readiness to carry on a meaningful study," declared Proffitt.

In each of these units "the superintendent shall be responsible for constituting a Local Merit Study Committee composed of teachers and administrators, with classroom teachers making up a majority," according to the rules of procedure. "This Merit Study Committee shall be large enough to be representative of the instructional and administrative personnel of the administrative unit but small enough to be a deliberative body," the rules continue.

"The function of the Local Merit Study Committee shall be first to formulate a statement of philosophy and objectives, and then to develop and adopt criteria and procedures to be used in a pilot program of evaluating teacher performance and relating it to salary. A continuing function of the Merit Study Committee shall be to evaluate the operation of the merit program after it is initiated and recommend revisions when needed."

According to Proffitt, the rules of procedure provide for an advisory council, for consultant help, and for materials and literature relating to merit programs.

"It will be the intent of the State Merit Study to encourage discretion and initiative in the pilot centers, to

the end that criteria and procedures are in line with local resources and patterns of working together. . . . Specific approaches in the different pilot centers need not be the same . . .," the rules of procedure indicate.

Merit salary increments shall be provided from State funds for teachers who qualify for such increments in approved experimental programs, declared Proffitt, in accordance with specific regulations, among which are these: administrative units which become pilot centers must maintain existing salary levels, including local supplements. Merit increments must be the same in all pilot centers; and the process of evaluation in the experimental program must be approved for adequacy and effectiveness by the director of the State Merit Study.

"Local pilot centers may go beyond the State effort in Merit Study, if interest and resources are sufficient to motivate and sustain a larger effort," Proffitt emphasized.

The Merit Study Committee in each pilot center will be expected to make a comprehensive progress report to the director of the State Merit Study by the opening of the 1963 General Assembly and at the end of each school year covered by the Study.

Six North Carolinians Participate In Fifty-Fifth Annual Convention of AVA

Trade and industrial education, practical nursing, distributive education, business education, agriculture, and home economics in the State Department of Public Instruction were represented at the fifty-fifth annual convention of the American Vocational Association in Kansas City, December 2-8.

Those in attendance were Dr. Gerald James, director of vocational education; and the following supervisors: Catherine Dennis, home economics; A. G. Bullard, agriculture; T. Carl Brown, business education; Carl Whitehurst, distributive education; Charles Bates, trade and industrial education; and Miriam Daughtry, practical nursing.

Social Studies Conference To Be Held At Duke U.

The Eighth Annual Conference on Teaching the Social Studies will be held at Duke University, February 23-24, according to a recent announcement.

A program including national speakers has been prepared, it is announced by Robert F. Durden of the Duke Department of History. At the first general session beginning at 2:30 on Friday, Professor Harold Parker of the Duke History Department will discuss "What Has Happened in the Twentieth Century — The Five Revolutions."

Featured speaker at the banquet at six p.m., Friday, will be the Honorable John C. Stennis, United States Senator from Mississippi. His subject will be "The United States in the Space Age." The Conference will close at a luncheon session on Saturday with an address by Professor Arthur Larson, Director, World Rule of Law Center, Duke University. Afternoons and other sessions will be devoted to seminars and discussion groups.

The Conference is sponsored by The Departments of Education and History of Duke University, assisted by the North Carolina Council of Social Studies and an advisory committee representing the University of North Carolina and other interested groups.

North Carolinians who participated in the program included Harold K. Collins, director of the Durham Industrial Education Center; Ivan Hostetler, Head, Department of Industrial Arts, North Carolina State College; Fred Lay, teacher of vocational agriculture in Tabor City; as well as Dr. James, Miss Dennis, and Mr. Brown of the State Department of Public Instruction.

Featured speakers at the convention included Abraham A. Ribicoff, Secretary, U. S. Department of Health, Education, and Welfare, who emphasized the increasing need for various types of programs in vocational education; and Sterling A. McMurrin, U. S. Commissioner of Education, who stressed the place of vocational education in general education.

There is no adequate defense, except stupidity, against the impact of a new idea.—P. W. Bridgman.

If education is to have quality, it must have both quantity and diversity.—Finis E. Engleman, Executive Secretary, AASA.

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.—William Arthur Ward.

Too often teachers are evaluated, and their whole career determined, not on their ability to relate to students, but on their success in relating to administrators.—Don Robinson, in the October, 1961, *Phi Delta Kappan*.

The average child spends on television in his first sixteen years as much time as he spends on school.—Wilbur Schramm.

Given its place in American society and the character of its students, the high school must focus on two tasks: It ought to impart to its students the ability to communicate and to be communicated with; and it ought to introduce them to the quantitative techniques on which modern science and technology rest. If it succeeds in these tasks, it will give its graduates the equipment for future learning. — Oscar Handlin, in "Live Students and Dead Education," September, 1961, *Atlantic*.

Education today is influenced by many forces. It is sometimes difficult to determine whether public education is being steered by the regularly constituted authorities and the professional staff, by forces outside — seen and unseen — or whether the school enterprise is just drifting with no apparent port of call, navigation officers, or steering gear. At no previous time have so many outside forces hurled themselves at the local board and at the local administration — winds and currents of our time. — Dr. Finis Engleman, Executive Secretary, AASA.

Superintendent Carroll Says . . .

(Excerpts from address to Superintendents Conference, Durham, December 6, 1961.)

In a very real sense, we in the State Department are continuously standing at the intersection of many highways. As in your office, this is a very busy intersection. . . . And it is my function to share with you, for our mutual understanding and consideration, some of the observations which are ours as we stand at the intersection of educational traffic in a year characterized by fever and fervor.

1. The North Carolina public schools had a record enrollment of 1,120,372 pupils at the end of the first month of the current school year. This represents an increase of 18,346 pupils over the number enrolled at the end of the first school month one year ago.

2. There are three aspects of civil defense which deserve our consideration: First, what should be our plans for protecting children? Second, what should we be teaching our children, within the framework of a curriculum, about fallout and related knowledge essential to their education as well as their survival? Third, what should we be doing about inventorying our facilities for probable use in a national disaster?

3. As schools are improved through consolidation, usually resulting in a lengthening of distance from home to school, so must transportation be improved through the purchase of additional buses.

4. . . . the Attorney General has issued several opinions within recent months to the effect that the Pupil Assignment Act means what it says with respect to residence and with respect to the authority and the responsibility for making assignments being vested solely in local boards of education.

5. Many school systems have moved to rid their calendars of all night activities which would be followed by a school day. While the climate is favorable, it now seems appropriate that schools regain complete control of athletics, including the supervisory and the financial aspects of this operation.

6. . . . the tempo in September was apparently a little faster in some instances than was conducive to good teaching and to good learning. You have sensed the situation and have made some adjustments. . . . Undue pressure can lead to recklessness, some observers say, and too much recklessness can cause some fatalities. . . . To summarize this observation, I am not calling upon you to relax your efforts in behalf of better education; on the contrary, I am reflecting the concern of those who believe that education is not only a temporal process but likewise a spiritual process. It is incumbent upon us to remember that more and more and more is not necessarily synonymous with better and better and better!

1. Generally, our findings force us to look upon the 9-3 program with disfavor. . . . With respect to the 6-3-3 plan, it is our opinion that the junior high school can serve a very real and distinctive purpose in education if it is big enough; if it is adequately housed; if it is well-equipped; if it is properly staffed; and if it operates under a philosophy of education appropriate to children of junior age and maturity. . . . Unless these conditions and services exist, we are faced with the necessity of asking whether the 8-4 plan would not accomplish the same results.

2. Overloading of classes, particularly in our senior high schools, is very evident this year. . . . it is our conclusion, after studying your reports, that the causes lie largely in the fact that more and more of our students are taking five and six courses and in the further fact that we are, in some instances, trying to provide a program without the necessary financial support. . . . This pupil load may, or may not, be good; the immediate concern is the impact on the staff, particularly on the teachers of the basic academic subjects. . . . The solution might lie in the teacher allotment formula; it might be found in a better utilization of personnel; it might

be found in the scheduling of students; or it might require the employment of additional teachers from local funds.

3. . . . some experimentation in high school organization is underway and I would hasten to assure you that we recommend and encourage controlled research and complementary experimentation. A few schools are extending the school day to permit longer periods; a few schools are extending the day to permit more periods; and a few schools are modifying the schedule to permit three 100-minute periods each day with students taking six courses—three every other day. . . . It would be our opinion that some experimental innovations are desirable, but that in all instances they should be accompanied with a great deal of public interpretation. They cannot, it appears, be imposed; they must rely on public acceptance.

Assessing public concern, as we see it and study it, there are three subject areas which continue to be "conversation pieces" — reading, the social studies, and mathematics.

1. With respect to reading, people are recognizing that it is a fallacy to assume or to expect that a child should have acquired all the skills essential to learning-to-read by the end of his elementary school experience. . . . we concur in the thoughts of many that reading is a subject to be taught by all teachers at all levels of education.

2. Turning to the social studies, and still revealing observations, there are those who feel that this area of teaching and of pupil comprehension is far from adequate. . . . Whether the solution be in more social studies or better teaching, or both, is the question being presented to us. The question is begging an answer nationwide, and we must be attentive to this opportunity, particularly at a time when international crises demand intelligent citizenship.

3. Mathematics is the third area of concern and the area, perhaps, of most controversy. Throughout the country there are many groups of professional mathematicians who are eagerly and sincerely attempting to determine the valid content of modern mathematics. . . . To be honest in advising with our inquirers, we must make three observations: first, there are several programs available and the materials from all should be studied and evaluated before acceptance of either; second, we advise, there are few teachers who should attempt to implement a new program prior to their training in the use of the new material; and third, we say, the entire mathematics curriculum should be carefully planned in terms of what the students will take in the years following the experimental program.

Finally, the fourth category of questions confronting us almost daily—the area of finance. There are two interrelated aspects of this topic which repeatedly occur: (1) school fees and (2) local support. . . . The purposes for which fees are levied and collected vary from school to school, even within the same administrative unit. The amounts vary in the same relationship. . . . For too many children fees constitute an obstacle. We must remove this obstacle to opportunity.

As we consider this problem, let us remember that a comprehensive school program requires a comprehensive tax structure which utilizes resources of federal, State, and local level of government. I have no doubt but that every school administrative unit in this State is committed to a better school program, but a recent survey of federal, State, and local expenditures for current expense would indicate that this educational commitment is not, in all cases, supported by a proportionate financial commitment.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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CHARLES F. CARROLL
State Supt. of Public Instruction
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EDITORIAL BOARD
L. H. JOBE, J. E. MILLER
V. M. MULHOLLAND

January, 1962

JANUARY, NINETEEN HUNDRED AND SIXTY-TWO

Pupils and Purposes

Because quality education — the most appropriate learning experiences for *all* pupils—depends upon what happens in the classrooms, everyone concerned with improving education should concentrate on those factors which affect classroom instruction.

Learning takes place best when that which is undertaken has the willing cooperation of the pupil. This is dependent, however, on the pupil's understanding of the over-all purposes of education as well as the purposes of the specific tasks which face him day by day.

All of which poses several significant questions: How do pupils sense the purposes of education? How do pupils know for sure the meaning underlying specific, day-by-day tasks? What are the effective techniques by which schools, home, and society may achieve these all-important goals?

Too often educators have relied only on the *telling* process in helping pupils appreciate the values of education and in helping them see meaning in what they are doing. The *telling* process, too often moralistic in its overtones, does little to improve the quality of education or the desire to continue learning, both of which are essential to individual self-fulfillment and national security.

Learning experiences designed to help *all* pupils — this is what educators claim with great insistence—*must* have meaning to individuals. When less than this obtains, learning, for the most part, is perfunctory, temporary, and of little value.

Opportunities for pupils to discuss frankly educational purposes with their teachers, guidance counselors, and principals often help to erase some of the uncertainties about education which—because of school, home, and/or community influences—pupils have come to accept. Opportunities for pupils to assist in planning their learning experiences, opportunities to take initiative and work independently, opportunities to develop leadership within the group through acceptance

(Continued on page 4)

Commissioner McMurrin Says Government Opposed To Federal Control of Education

"The present administration is categorically opposed to federal control of education," according to Dr. Sterling McMurrin, U. S. Commissioner of Education. Dr. McMurrin's remarks, made in an exclusive interview granted to the editor of *SCHOOL MANAGEMENT* magazine, appeared in the magazine's December issue.

"I think the federal government should influence education in the direction of the satisfaction of the over-all needs of the nation," McMurrin said. "We simply have to recognize that a nation is in a perilous condition — a condition that is affected by the quality of its education — must take steps to improve that education."

McMurrin indicated that, in his opinion, the government must take a greater interest in education and must "see to it that certain broad national interests are served."

"I do not believe," McMurrin continued, "that this means that the federal government has to seize control over educational institutions or school districts, or that it will."

McMurrin denied the charge that the government intends to institute and enforce upon the states a national curriculum or minimum standards of education. "It would be a great error to start appropriating the functions of the states," he insisted. "It is their job to

set minimum standards for graduating, for teaching, for anything having to do with the districts within their jurisdiction.

"There is no reason to suppose that a state can't do this and do it well," As to a "national curriculum," the Commissioner stated his definite opposition to the idea. "I don't think this would be a good thing for the nation," he told the magazine. "It's not simply a matter of federal versus local control; it's a question of what's good in itself. I believe that most of my colleagues in the Office of Education would agree with me that American education is in a better condition when it has a variety in its curriculum."

Asked to define the role of the Office of Education, McMurrin said it would seek to encourage the states in the direction of tightening their own standards by providing them with full information.

"The Office of Education can in various ways generate and disseminate ideas and attitudes that are worthwhile. I don't believe that the American people are so dead-set against the federal government that a school district is going to be unwilling to recognize the quality of an idea just because it may come from Washington."

Conference on the Family Features National Leaders

The 14th Annual Conference on the Family, sponsored by the North Carolina Family Life Council, was held in Charlotte, October 22-24. The three-day program was centered around the theme of "Living in Balance Begins in the Family." Particular emphasis was placed on physical and emotional dynamics in family interaction.

Outstanding guest speakers included: Dr. Robert N. Rutherford, obstetrician and editor of the *Western Journal of Surgery, Obstetrics and Gynecology*, Seattle, Washington; Mrs. Robert N. Rutherford, Marriage Counselor, Seattle, Washington; Dr. Frances L. Ilg, Director, Gesell Institute of Child Development, New Haven, Connecticut.

More than fifty outstanding leaders throughout the State of North Carolina participated in the conference.

Topics which were discussed during the annual conference included the following: "The Physical, Mental and Spiritual Health of the Family," "The Family Creates Its Own Recreation," "Conserving and Enriching Family Well Being," "Preparation for Responsible Family Living," "Making the Home the Center of Gravity," "Living in Balance Begins in the Family," "Never Underestimate the Power of the Family," and others.

National Statistics Indicate Progress In Area of Vocational Education in N. C.

Including facts concerning vocational education at the national level, the *American Vocational Journal* for December 1961 reports that North Carolina ranks fifth among the states in terms of total enrollment in vocational education, with California, Texas, New York, and Georgia coming ahead of North Carolina. In 1960, 3,768,149 students were enrolled in vocational education, 135,505 of whom were in North Carolina. In 1918 the total enrollment for the Nation was 164,186.

Expenditures for vocational education in 1960, according to this summary, amounted to \$238,811,764, whereas in 1918, immediately after the passage of the Smith-Hughes Act, the sum of \$3,039,061 was spent. Funds in 1960 were divided as follows: approximately \$45 million, federal; \$82 million, state; and \$111 million, local.

In the area of expenditures, North Carolina spent \$9,428,041 in 1960, and

ranked sixth in the Nation, with Texas, California, New York, Illinois, and Pennsylvania outranking the Tar Heel State.

Enrollment for vocational agriculture in 1960 was 796,237, with North Carolina's enrollment of 54,461 placing second in the Nation. Only Texas had a larger enrollment in 1960.

In enrollment for home economics education, North Carolina ranked seventh in 1960, with an enrollment of 55,432; and in practical nurse training, North Carolina, with 1,520 students enrolled, also ranked seventh throughout the Nation.

According to this article, enrollment figures in all areas of vocational education were 67,028 higher than in 1959, or 1.8 per cent higher. Expenditures in 1960 were \$10,497,164 more than in 1959 or 4.6 per cent.

Pupils and Purposes

(Continued from page 3)

of responsibility, opportunities to utilize resources within the school and throughout the community, opportunities to assist in appraising one's own efforts — these and other similar experiences in which pupils actively engage help to give meaning to education.

Such worthwhile activities encourage pupils to move forward with determination and enthusiasm, at their own best speed, and in terms of their individual abilities, needs, and interests. This approach to quality education is bringing results in those situations in which educational leadership is unafraid to tackle the basic problem of improving classroom instruction.

Procedures for Accreditation by SACS Outlined by Nile F. Hunt in Interview

"Procedures concerning the approval and accreditation of elementary and secondary schools, which are specific for each of the eleven states in the Southern Association of Colleges and Schools, must be understood and followed to the letter by each prospective member," according to Nile F. Hunt, director of the division of instructional services, who recently returned from the annual meeting of the Association in Miami. Joseph Cashwell, supervisor of supervision and curriculum and a member of the Commission on Colleges and Universities, accompanied Hunt to this conference.

During the Miami meeting the constitution of the Association was changed in several respects, one of which is of particular significance, declared Hunt: The Committee on Elementary Education, a standing committee of the Association, "shall have the responsibility for the continuation of the *Cooperative Program in Elementary Education*, including the approval and accreditation of *individual* elementary schools." No longer, Hunt explained, may accreditation of elementary schools on an administrative unit basis be obtained. Each school, elementary or secondary, must apply and be considered as a separate entity. The following procedures, according to Hunt, are necessary for each individual school which seeks accreditation.

- In the first place, the goal of accreditation should have the approval and endorsement of the superintendent and the board of education.
- The staff of the school seeking accreditation should be familiar with the Association's bulletin entitled, *Principles and Standards*, and should feel confident that the school is ready for evaluation and accreditation.
- In the third place, liaison should be established between the North Carolina State Committee (Dr. John Horne, chairman, East Carolina College) and the school seeking accreditation.
- The *Evaluative Criteria* should be obtained and organization should be effected for self-study on the part of the individual school.
- Following this, the school seeking accreditation should engage in a careful self-study of its entire pro-

gram under the supervision and advice of the North Carolina State Committee.

- When this self-study has been completed, a team of visiting educators appointed by the State Committee will visit the school long enough to make observations of every phase of the school program and analyze the findings of the self-study.
- The State Committee, through its chairman, then coordinates the observations and findings of each member of the visiting committee along with those of the school staff as expressed in the *Evaluative Criteria*, and recommends accreditation to the Commission on Secondary Schools of the Southern Association or to the Committee on Elementary Schools — providing, of course, recommendation is feasible in terms of predetermined standards.
- Recommendation from the State Committee to the Commission on Secondary Schools or to the Committee on Elementary Schools is tantamount to approval by the Association; yet this formal step, always effected at the annual meetings, is necessary before a school may consider itself as a member of the Southern Association and Schools.

The Committee on Elementary Education of the Association, of which Darrell Ruffin is executive secretary, consists of twenty members, one each from the eleven Southern states in the Association, plus nine members (five from colleges and four from secondary schools) nominated by their respective Commissions.

The Commission on Secondary Schools, of which Raymond Wilson is executive secretary, consists of an indefinite number of representatives of member institutions and State departments of education—indefinite in view of representatives constitutionally allowed in terms of member institutions within the several states.

The official name of the Southern regional accrediting association was changed during the December meeting from the Southern Association of Colleges and Secondary Schools, eliminating the word "Secondary": Southern Association of Colleges and Schools (SACS).

Annie Ray Moore Promoted In WHO in Southeast Asia

Mrs. Annie Ray Moore, formerly a consultant in health and physical education with the State Department of Public Instruction, last month was named regional adviser of health education for the Southeast Asia Region of the World Health Organization, according to word received from New Delhi, India.

Mrs. Moore assumed responsibilities of her new position in October, and in the capacity of regional adviser she will direct World Health educational activities in India, Afghanistan, Ceylon, Burma, Indonesia, Nepal, and Thailand. She will be stationed in New Delhi.

Mrs. Moore went to New Delhi in 1958 as World Health consultant on health education with the Ministry of Health, India. She worked to help initiate instruction in basic health in the schools of India, especially in the field of teacher training. From 1955 to 1956, Mrs. Moore represented the WHO in Burma.

A long-time consultant with the School-Health Coordinating Service, Department of Public Instruction, Mrs. Moore graduated from the University of North Carolina School of Public Health. Prior to her graduate training in public health, she was a teacher and principal in the State schools.

In the October 10 issue of *Look*, Mrs. Moore and a Russian doctor were featured in an article entitled, "A Russian and an American Work Together in India." In this article emphasis was placed on the fact that 29 nationalities work in professional and social harmony on the WHO staff in New Delhi. "International power politics seem to disappear in the common task of helping Indians to a better life through better health," the article stated.

In recent months, Mrs. Moore has been working with Dr. Vassili V. Preobrazhenski, a Russian eye specialist in charge of WHO's trachoma project. Her specific duties have been the preparation of pamphlets and posters and the education of Indian men and women as health educators.

In North Carolina Dr. John Horne, ECC, is chairman of the State Committee and Nile F. Hunt, State Department of Public Instruction, is secretary. Additional information may be secured from Horne or Hunt.

Engleman, Carroll, and Herring Address Winter Conference of Superintendents

More than 300 county and city superintendents, along with representatives from institutions of higher learning and the State Department of Public Instruction, convened December 5-7 in Durham for the annual winter conference of the division of superintendents of the NCEA. Superintendent Jesse O. Sanderson of the Raleigh City Schools, president of the division of superintendents, presided over all general sessions.

Dr. Finis Engleman, executive secretary of the American Association of School Administrators, keynote speaker of the convention, addressed the banquet session on "Education — On Course or Drifting." Dr. Engleman discussed the major forces which today are influencing education and stressed the necessity for educational administration maturing to the degree that it "can utilize and compete with all the powers, pressures, winds, and tides to the end that youth will have the kind of education that will fit them for a new day."

Dr. Dallas Herring, chairman of the State Board of Education, also addressed the conference, using as his theme the superintendent's responsibility for lifting the level of educational opportunity throughout the State. "To achieve this goal," declared Herring, "aggressive, dedicated leadership will be required. Too few students are completing high school and too few who enter college are completing college," declared Herring. Through administrative leadership North Carolina must face this problem realistically."

Superintendent Charles F. Carroll, in addressing the group on "Sharing Our Observations," listed specific problems which superintendents now face in improving education: increased enrollments particularly at the high school level; civil defense; transportation; extra-curricular activities; pressures of various kinds; the junior high school; overloading of classes, especially in high school; school fees; local support; experimentation; and improving the curriculum.

The new program for certification of superintendents was discussed by Superintendents L. E. Spikes, Dean Pruette, and R. F. Lowry; and teacher allotment recommendations were analyzed by Superintendents June Rose, C. C. Erwin, and Douglas Byrd.

In a meeting presided over by State Superintendent Charles F. Carroll, new services of the State Department were

explained by those responsible for these services: in-service education for teachers, Dr. James Valsame; non-public schools, Samuel C. Stell; accreditation procedures, plus rules and regulations concerning special education and the talented, J. E. Miller; data processing of statistics, William W. Peek; vocational curriculum laboratory, Anthony J. Bevacqua; industrial arts, Carroll W. Smith; modern foreign languages, Mrs. Tora Ladu; audio visual education, Paul Flynn; television, John Hawes; visually handicapped, Felix Barker; and merit pay, Dr. Brank Proffitt.

Charles Chewning, superintendent of the Durham County Schools, led a discussion during the conference on selection of members of boards of education; and Nathan Yelton, executive secretary of the Teachers' and State Employees' Retirement System, also spoke to the group.

Presentation of twenty-five year pins were presented to the following superintendents by C. A. Furr, superintendent of the Cabarrus County Schools: M. A. McLeod, Sanford; A. D. Kornegay, Statesville; F. D. Byrd, Jr., Cumberland County; J. L. Dupree, Bertie County; George H. Arnold, Whiteville; and W. J. Taylor, Chowan County.

In addition to Sanderson, who is president of the division of superintendents, other officers include: G. T. Proffitt, vice-president; and Gene Booth, secretary-treasurer.

Music was furnished by students of Northern High School in Durham County.

Reports of standing and special committees were heard at the annual business session.

J. E. Miller To Serve On WF Board of Trustees

J. Everette Miller, assistant superintendent of the Department of Public Instruction and outstanding Baptist layman, was chosen last month by the Baptist State Convention as a member of the Board of Trustees of Wake Forest College.

Miller is a member of the First Baptist Church in Raleigh and serves as a deacon and as teacher of the men's Bible class in this church. For years he has been active in church affairs throughout the State.

Retired Principal Writes History of Negro Education

Hugh Victor Brown, retired principal of Dillard High School, Goldsboro, has written "A History of the Education of Negroes in North Carolina."

This 157-page book comprises nine chapters beginning with "Ante-Bellum Education of Negroes," and continuing through "The Transition Period, Reconstruction and Recovery, Era of Aycock, Era of Newbold, The Colleges, Special Educational Influences," and ending with the "Influence of Negroes in the State Department of Education."

Copies of the book may be secured from Mr. Brown, 506 E. Bunch Dr., Goldsboro, at \$3.00 per copy.

Fellowships Available In Math and Science

Approximately 300 summer fellowships for secondary school teachers of science and mathematics will be awarded March 15, 1962, according to announcement from the National Science Foundation, which will award the fellowships to support individually planned programs of study in the mathematical, physical, and biological sciences at a level that is acceptable by the fellowship institution toward an advanced degree in any of these subject-matter disciplines. It is not necessary that the Fellow be pursuing a course of study leading to an advanced degree in science; it is necessary only that his studies be at that level.

An application for a National Science Foundation Fellowship may be submitted by any individual who now teaches in a secondary school in the United States, its Territories or possessions, and who has no less than three years experience as a full-time secondary school teacher. National Science Foundation Fellows are selected solely on the basis of ability.

Stipends include \$75 per week for each week of tenure, plus an allowance of \$15 per week for each dependent, and travel allowances in almost all situations.

Application materials may be obtained by addressing a request to Secondary School Fellowships, American Association for the Advancement of Science, 1515 Massachusetts Avenue, N. W., Washington 5, D. C. Completed materials must be received by the Association not later than January 5, 1962.

NASSP Will Not Approve Essay Contests Next Year

Essay contests, long the bane of high school principals and teachers, will be dropped next year from the official list of approved contests of the National Association of Secondary School Principals.

This decision does not mean that schools are opposed to good writing. If an essay contest is to be effective, it requires careful supervision. It is the feeling of the NASSP Committee that principals and teachers already have a full program, and it is not educationally justifiable to impose time-consuming contests on them.

The committee polled the membership of the Association (21,000 members) before taking this action. 60 per cent of those polled were strongly opposed and 30 per cent stated that their school had previously refused to participate in essay contests.

Ronald Ware Joins Publications Staff SDPI

Ronald E. Ware joined the publications section of the State Department of Public Instruction, January 2, as assistant editor of publications.

Mr. Ware will work with L. H. Jobe, director of publications, in editing the various printed and duplicated publications, including the monthly North Carolina Public School Bulletin issued by the Department. He will also assist in the preparation of printed forms, lay-out, and other writing duties.

Mr. Ware, a native of Texas, received his A.B. degree with a major in journalism in 1941 from Texas Technological College. He has taken graduate work at the University of North Carolina, the College of William and Mary, and Duke University.

Prior to his joining the Department, Mr. Ware was a civilian employee with the Army Transportation School, Fort

Eustis, Va. In this position, he wrote correspondence subcourses paralleling resident instruction for Army reservists and performed other related writing editing activities. For about three months prior to this work, he was with the U. S. Naval Propellant Plant, Indian Head, Md., preparing test reports and booklets of instruction on methods of disposing of explosive ordnance. For two years, 1958 to 1960, he served as publications officer with Ordnance Engineering Handbook Office, Durham. And from 1950 to 1954 he served as publications editor for the U. S. Army Transportation Research Command, Fort Eustis, Va.

Mr. Ware makes his home in Durham, where his wife is assistant dietitian at Murdock School, Butner. Mr. and Mrs. Ware have a 3½-year old daughter.

Engleman Challenges Superintendents to Face Disturbing Forces

Emphasizing the necessity for a new and dynamic kind of leadership in educational administration, Dr. Finis Engleman, executive secretary of the American Association for School Administrators, addressed the winter meeting of the division of superintendents of the NCEA in Durham, December 5.

More than 200 guests were advised that the position of school superintendent today is totally unlike the same position a generation ago, primarily because of numerous outside forces which are "hurling themselves at the local superintendent and at the local school board." The sacredness of the individual, the independent family, and the autonomous community are being challenged from many sources, particularly in view of the Nation's rapid growth, the findings of science, and the great advances in productivity, transportation, and communications.

Engleman stressed the impact of a number of forces which are affecting the superintendent's position. For example, "the force of mass media communication can change the thinking of millions overnight," declared Engleman; "and often the superintendent is caught in the middle."

A relatively new force affecting education is that of the federal government, declared Engleman, with its subsidization of specific subject-matter areas, its Congressmen with contra-

dictory philosophies and conflicting policies, its habit of determining policy by legislation, and the absence of a non-partisan body to create educational policies.

"Another force to be reckoned with by educators is the impact of world happenings," stated Engleman. "It is time," he declared, "that the history, culture, and languages of the Orient, the Near East, Africa, and South America become part of our educational program."

Engleman scored foundations which hope "to determine not only what is important to teach but how it should be taught," foundations "obsessed with the idea that they should set the social and political policies for the Nation." Engleman warned superintendents that it was their responsibility to know the nature of foundations and to cooperate with those which are honestly striving to assist the cause of improved education.

Similarly, he criticized test makers and the negative uses which have been made of tests all too often in recent years. "In a sense," Engleman declared, "we have a national curriculum being determined by those who make our standardized examinations."

In discussing the force of structural change, mechanical devices, electronics, and television, Engleman stated, "These devices must be reckoned with, examined, and evaluated objectively.

... Any instrument or method which hastens effective learning must be eagerly sought. ... No plan for improved learning must be rejected or accepted lightly."

Engleman also stressed other forces which are challenging American education: the voices of "powerful people who catch the imagination of the multitudes"; the "enemies of public education who are afraid they will lose their selfish privileges"; and the "frightened parents who fear their children cannot get into college, who fear the schools are not pushing hard enough." "Then, too," he added, "private and church groups in their insistent demands for freedom plus subsidization for freedom, constitute another force which can seriously deflect the course of public education."

Engleman also pointed to the impact of changes now going on in state-supported as well as private colleges — changes which affect school administrators throughout America. "No force is affecting education more strongly than the protagonists of the past — frightened, thwarted citizens who are very vocal in their determination that purposes of the past are sufficient for today," declared Engleman.

In concluding his address, Engleman suggested that the school superintendent and the local board, in facing up to forces realistically, can charter a new course for American education.

High School Graduates Increase 30.7 Per Cent Within Past Five Years; 50 Per Cent More Go

The number of boys and girls who graduated from the public high schools of the State in 1961 was 30.7 per cent greater than in 1956.

In 1961 the number was 50,187
In 1956 the number was 38,408

According to records recently compiled, the number of boys who graduated from high school increased more rapidly (33.7%) during the five-year period from 1956 to 1961 than the number of girls (28.2%). However, as will be noted from the table below, more girls (26,845) than boys (23,324) actually graduated in 1961. Actual numerical increases for boys and girls were nearly identical — 5,879 more boys and 5,900 more girls since 1956.

This same pattern obtains as to the number going to college. In the case of boys, 54.3 per cent more enrolled in college in 1961 than in 1956. In the case

of girls, 46.0 per cent more enrolled in college in 1961 than in 1956. However, of the 18,512 who enrolled in college, 9,047 were boys and 9,471 were girls.

The number of high school graduates who entered trade, business, and nursing schools increased by 102.6 per cent within the period from 1956 to 1961—from 2,268 to 4,595. In this group, during this five-year period, boys increased from 515 to 1,423 (176.3%), whereas girls increased from 1,753 to 3,171 (80.9%).

The number of graduates who entered the military services decreased during this period, 6.9 per cent—6.7 per cent in the case of boys and 12.2 per cent in the case of girls. As the table shows, only 101 girls entered military service. A total of 2,354 of the boys who graduated went into this service.

The number of graduates who terminated their formal education increased

from 21,179 in 1956 to 24,646 in 1961—16.4 per cent. This increase was greater in the case of boys, 22.8 per cent, than in the case of girls, 12.0 per cent. It will be noted, however, that in 1956 the ratio of boys to girls in this group about 2 to 3, whereas in 1961 this ratio was nearer 5 to 7.

The table presented below also shows figures for one-year comparisons—1960 and 1961. The number of graduates, it will be observed, increased more than ten per cent, whereas the percentage increase entering the various group areas were as follows:

College—16.5%

Bus., trade, and nursing—18.7%

Military—11.4%

The second part of the table shows the percentage of graduates in county

and city units for each year from 1954 to 1961.

In 1954, approximately 25 per cent of the graduates from county unit high schools enrolled in college, whereas slightly more than 42 per cent of graduates of city unit high schools went to college.

By 1961 (and these figures are affected by the fact that Charlotte is included as part of a county unit), 31.7 per cent of county unit graduates enrolled in colleges as compared with 47.8 per cent of the graduates of city unit schools.

Other comparisons may be made for other groups and for other years.

The two lower sections of the table present figures for white and Negro separately. The reader may make such comparisons as he desires.

TOTAL[illegible]

Modern Language Tests Will Reflect Audio-Lingual Approaches to Instruction

A new series of tests in French, German, Italian, Russian, and Spanish is now being formulated by the Educational Testing Service in cooperation with the Modern Language Association of America and financed by the U. S. Office of Education. Skills to be measured in each language are listening, speaking, reading, and writing.

"The audio-lingual approach to teaching modern foreign languages will be reflected in these tests," declared Nelson H. Brooks, director of the Foreign Language Testing Project for the MLA. "Modern practice no longer aims at skill in decoding a foreign language into English. The foreign language is not studied as something from which English is to be extracted, like sugar from a beet. It is considered as a system fully adequate for communication in its own right, without recourse to English or any other language . . . Language learning for communication involves the learning of all the skills: hearing, speaking, reading, writing — and in that order. The beginner — learning to read only what

he has already learned to hear and say—cultivates automatic verbal habits of thinking the language rather than translating to and from English."

Donald D. Walsh, director of the MLA Language Program Research Center, has emphasized the importance of appropriate tests as aids to instruction. The development of standardized speaking tests, not previously available, should be particularly helpful to teachers in their efforts to enhance students' oral competence.

The speaking and listening tests will be designed to utilize the great increase in language laboratory facilities, but will also be adaptable for classroom use in the absence of such facilities. As might be expected, the reading and writing tests will avoid translation. They will present a wide variety of contexts requiring students to respond directly in the foreign language.

Tests at two levels in each skill, and two parallel forms at each level, make a total of 80 tests scheduled for publication by the Cooperative Test Division of ETS early in 1963.

Southern Reporting Service Gives Integration Status for Public Schools

Current status of segregation - desegregation in Southern regional states is shown in a recent Statistical Summary, issued by Southern Education Reporting Service.

Enrollment of Negroes in biracial schools, the Service reported, number 233,509, 7.3 per cent of the region's 3,210,724 total Negro public school enrollment. This percentage is up from 6.3 per cent a year ago.

The Service further reports: (1) that six states—Delaware, Kentucky, Maryland, Missouri, Oklahoma, and West Virginia—and the District of Columbia each has enrolled this year 20 per cent or more of its Negro students in desegregated schools; (2) that eight states — Arkansas, Florida, Georgia, Louisiana, North Carolina, Tennessee, Texas and Virginia — have less than two per cent Negroes in desegregated schools; and (3) that three states—Alabama, Mississippi and South Carolina — enroll no Negroes in public schools with whites.

In North Carolina, a total of 203 Negroes in 11 administrative units have been assigned to schools with whites,

according to Reporting Service. This compares with 82 last year in 10 units. The 11 units with the number of schools and Negroes are as follows:

	Negroes	Schools
Asheville	5	1
Charlotte-Mecklenburg	27	5
Chapel Hill	34	5
Craven	35	3
Durham	15	4
Greensboro	17	1
High Point	9	3
Raleigh	10	3
Wayne	25	1
Winston-Salem	15	1
Yancey	10	2
Total	203	29

The number and per cent of Negroes enrolled in schools with whites in the 14 states and the District of Columbia are as follows:

	Number	Per Cent
Arkansas	152	.142
Delaware	8,446	52.5
Dist. of Columbia	88,881	85.6
Florida	552	.258
Georgia	9	.003
Kentucky	20,636	49.1
Louisiana	12	.004
Maryland	47,588	32.7
Missouri	*35,000	41.4
North Carolina	203	.061
Oklahoma	10,555	25.6
Tennessee	1,142	.734
Texas	*4,300	1.42
Virginia	533	.246
West Virginia	*15,500	62.0
Totals	233,509	7.3

* Estimated.

Film Talk

EXPLAINING MATTER: CHEMICAL CHANGE

Excellent for junior and senior high schools. Explains changes in matter during chemical changes and energy transformation resulting from chemical change.

11 minutes, color, Encyclopedia Britannica

FACE OF THE HIGH ARTIC

Unique aerial photography of the far northern sections of Canada. Shows seasonal changes and the making of icebergs. Pictures remains of plants and animals of prehistoric times.

14 minutes, color, Encyclopedia Britannica

VOLUME AND ITS MEASUREMENT

Discusses the meaning of volume. The film uses familiar objects such as a block of wood. Stresses the importance of becoming familiar with the units of measurement. Illustrates two basic volume formulas.

11 minutes, black and white, Coronet

PREPARING YOUR BOOK REPORT

Excellent for emphasizing book report preparation. Illustrates how reporting can be fun. Recommended for intermediate grades only.

11 minutes, black and white, Coronet

OXIDATION-REDUCTION

Explains: Losing and gaining electrons (transfer of elections)

Acids as oxidizing agents.

Oxidation levels.

Relative activity of metals as reducing agents.

Good for junior and senior high school.

17 minutes, color, Sutherland

Nursing League Plans Health Career Congress

A Congress on Health Careers for high school students is being planned in Winston-Salem, January 26 and 27, under the sponsorship of the North Carolina League for Nursing in cooperation with other health agencies.

Purpose of the Congress is to promote health career clubs in high schools and otherwise create interest in health careers. An attendance of 400 students is expected at the Congress for which financial assistance is being contributed by the R. J. Reynolds Tobacco Company, Winston-Salem, North Carolina, to help underwrite expenses. The program begins Friday afternoon and continues through Saturday afternoon.

Survey Reveals Constructive Changes Taking Place in North Carolina Schools

Increased appropriations for public schools made by the 1961 General Assembly and by local school units are buying their full value in improved education for the youth of North Carolina, according to local school superintendents as indicated in a preliminary report of a survey conducted by the State Board of Education's Department of Curriculum Study and Research under the direction of Dr. I. E. Ready.

"Local superintendents of schools are unanimous in their observation that improved instruction and learning are resulting from increased effort by teachers, students, and parents," according to Ready, who asked superintendents to list constructive changes which are now taking place as a result of increased State or local appropriations.

The change noted most often is improvement in the effort, interest, and attitude of teachers. One superintendent stated, "I can sense a feeling of optimism on the part of our teachers, all of whom have a genuine desire to do a better job. Teachers who, through the years, have done outstanding jobs, have received the encouragement and inspiration which has been badly needed." Another superintendent said, "There is a better spirit among our teachers, since they feel that they are being paid a fair salary and they appreciate it." Still another superintendent stated, "Salary increases coupled with increased lay interest and support of schools have given our teachers an increased zest and enthusiasm for teaching and improving the schools."

The second constructive change noted most frequently was improvement in libraries and library services, especially in the elementary schools. These improvements have come about because more librarians have been employed and because of the increased appropriation for library books and supplies. Reduction in class size, especially in the lower elementary grades, was mentioned as the third most noticeable improvement.

Superintendents noted also that principals, supervisors, and assistant superintendents are able to give much better supervision and leadership in developing the educational program than heretofore, according to Ready. One superintendent said, "Principals do not now have to teach part-time and do not have to do all of their clerical work since secretaries are provided. For this reason, they are now able to get into

the classroom and to help teachers improve their work." Additional appropriations made for instructional supplies are reported as resulting in improved instruction by teachers.

The fifth most frequently mentioned improvement in the survey was in better provision of guidance services. "This," Ready declared, "is recognized by superintendents as an essential service in improving educational opportunity."

Providing more teachers for special education classes was likewise mentioned frequently in the survey as a constructive change.

Superintendents also reported that additional college preparatory and vocational courses are being provided in the high schools of the State as a result of the increased appropriations. All through the reports comments such as this are found, "Teachers are being given more time to teach with fewer interruptions." "Teachers remain until four o'clock at school and this has helped with parent-teacher conferences." "The extended time for teachers has helped in getting the schools off to a better organized working start."

Improvement in the general public support given to schools and in the public attitude about schools is also noted in many of the reports of the superintendents, as indicated by such a typical statement as this: "The general public is much more conscious of the importance of improvement in every category."

Superintendents also reported more serious study by students. The improved morale in the faculty and the more cooperative spirit in the community seem to be reflected in more serious study on the part of students and greater effort to make the most of their educational opportunities. "Pupils are taking more interest in school work than ever before and are working much harder," declared one superintendent.

The survey indicated that teamwork is being developed to improve educational opportunity, that teachers are making every effort to meet the challenge of moving forward, that the attitude of parents has improved, and that students are regarding education more seriously than ever before.

"The action taken by the recent General Assembly in improving appropriations for public schools is bound to

Former Staff Member Was Tar Heel of Week

Mrs. Mary Peacock Douglas, member of the State Department of Public Instruction from 1930 to 1947, was named Tar Heel of the Week in the November 26 edition of the *Raleigh News and Observer*. Mrs. Douglas is presently supervisor of libraries in the Raleigh City Schools.

The Tar Heel of the Week feature of the *News and Observer*, prepared by Jane Hall, recounts the many honors that have come to Mrs. Douglas in connection with her work in her chosen field of school libraries. Some of these are:

- The \$500 Grolier Award from the American Library Association.
- President of the North Carolina Library Association.
- President of the Division of Libraries for Children and Young People of the American Library Association.
- President of the School Library Section of the American Library Association.
- Alumna member of Phi Beta Kappa, Woman's College.

In addition to her outstanding work with the State Department and the Raleigh Public Schools, Mrs. Douglas is the author of a number of books and bulletins. Her first book was "The Teacher-Librarian Handbook" which was written for the American Library Association and published in 1941. She also wrote "The Pupil Assistant in the School Library" and "School Libraries for Today and Tomorrow" for the national organization. While with the State Department, she prepared "The North Carolina School Library Handbook," "Planning and Equipping the School Library," and "Book Displays, January to December."

As an expert in public school libraries, Mrs. Douglas is called upon by educators throughout the nation. She has led workshops in 36 states. She speaks frequently at meetings and reads aloud to the children in the Raleigh schools.

have a tremendous impact upon public education in North Carolina. All in all, we in our school system are experiencing the greatest advance in public education that I have experienced in more than forty years in public school work," declared one superintendent with emphasis.

Factors Related to College Attendance Revealed Through Recent HEW Research

Factors Related to College Attendance, a recent monograph of the Cooperative Research Program of the U. S. Department of Health, Education, and Welfare, includes the most recent findings in educational research relative to reasons why youth of ability do and do not enter college. Findings in this report are those which resulted from statewide surveys and studies in Arkansas, Indiana, and Wisconsin.

Underlying purpose of this brochure is to indicate, to the degree that research permits, what characteristics differentiate the capable students who go on to college from those who do not. The timeliness of the study is emphasized in the introduction in which the fact is stressed that "one of the urgent problems confronting the Nation is that of meeting the demand for college-trained personnel." The growing demand for college graduates still exceeds the supply.

Factors related to college attendance are discussed in terms of student, parental, school, and community characteristics. Nine implications derived from this study are discussed in the final section of the brochure.

Among the conclusions in the area of student characteristics are these: College enrollment of boys exceeds that of girls by a ratio of 13 to 10; the per cent of students enrolling in college increases as rank in high school graduating classes increases; the per cent of students enrolling in college increases as mental ability increases; the mental set to continue or not to continue the pursuit of an academic life is of extreme importance in determining whether an individual enrolls in college; ability to pay the cost is definitely a factor affecting the decision of some high school graduates; being married or planning to be married appears to reduce the probability of a student's enrolling in college; and the armed services interrupt either temporarily or permanently the education of many young people.

Parental characteristics affecting college attendance include the following: The decision to go to college on the part of a young person is definitely influenced by the attitudes of his parents; the probability that secondary school students will go on to college increases markedly with each increment in the educational attainment of their parents; high school seniors whose fathers were in executive or professional occupation, who owned or

managed business, or who did office or sales work were much more likely to attend college than the seniors whose fathers owned or managed farms, were factory workers, or were in the skilled or semi-skilled trades.

School characteristics related to college attendance indicate that there is a positive relationship between the number of students who express the intention of entering college and the size of their high schools, the type of courses in which they have been enrolled, and the plans of their peers.

Community characteristics indicate that a proportionately larger number of students whose homes were in the college community continue their education at the college level than of those who do not live in such a community. The Wisconsin Survey disclosed that an increase in average income levels did not result in proportionate increments in the number of students planning to enroll in college.

Among the implications suggested by this composite study are the following:

- a large number of above average and superior students are not continuing their formal education at the college level, and a disproportionate number of these students are girls
- lack of motivation is probably the greatest single deterrent to college attendance by capable youth
- lack of sufficient funds constitutes a serious barrier for some students in their fulfillment of desire to obtain a college education
- the development of any program designed to encourage capable young people to pursue a formal education beyond secondary school must include consideration for the attitudes of parents toward advanced education
- one of the greatest wastes of potential talent in the United States occurs among minority groups
- the educational and occupational levels of parents, the mental ability of students, and the academic accreditation of a high school apparently have a greater effect on the likelihood of students' enrolling in college than does the size of the high school
- the specific location of a college appears not to be a barrier to enrollment
- the finding that the plans of students appear to be influenced to an appreciable extent by the plans

Miller Joins Department As IBM Data Processor

Bobby Russell Miller, native of Marion, and temporary employee in the State Department of Public Instruction for the past ten months, joined the Department on a permanent basis, December 1, as a data processor in Statistical Services.

According to W. W. Peak, supervisor of Statistical Services, Miller will continue to assist in preparing materials sent in by superintendents in anticipation of processing these data early in 1962, when the Department's IBM program is initiated.

Miller attended North Carolina State College, where he majored in geological engineering. For four years he was in the Marine Corps, with which branch of the service he completed the Naval Justice School in Newport, R. I., and the Leadership Training School at Camp Lejeune.

He is married to Doris Anne Poole, formerly of Marion.

WUNC-TV Studio Teacher Made Trustee of Furman

Mrs. Ned Gregory, television studio teacher of world history from the studios of WUNC-TV of the University of North Carolina, was recently elected a trustee of Furman University by the State Baptist Convention in Greenville, South Carolina.

Mrs. Gregory has been teaching world history each school day morning from ten to ten-thirty since September 8 to 68 classes in central North Carolina and the Charlotte area. Approximately 3,000 students participate in this program.

A graduate of Furman, Mrs. Gregory has recently served as secretary of the alumnae association for two successive terms. She is the only woman member of the Board of Trustees.

Prior to joining the television teaching staff of the State Department of Public Instruction, Mrs. Gregory taught in the public schools of Lancaster, South Carolina.

Congratulations to Mrs. Gregory for this newest honor and responsibility. Teachers, parents, administrators, and pupils are happy to hear of this well-deserved recognition.

of their peers suggests that action should be taken in this area

- national attention needs to be given to equalizing the opportunities for college training among geographic regions of the country.

6 High Schools, 3 Colleges Admitted to SACS

Six North Carolina high schools and three Negro institutions of higher learning were admitted to the Southern Association of Colleges and Schools, regional accrediting association, early in December at the annual meeting of the organization in Miami.

High schools admitted include East Rowan High School, Knox Junior High School in Salisbury, South Mecklenburg High School, and Fuquay Springs High School in Wake County.

Colleges admitted were St. Augustine College in Raleigh, Elizabeth City State Teachers College, and Winston-Salem State Teachers College.

Each of these schools was admitted to the regional accrediting association after extensive self-study, after visitation to the schools by a team of objective observers, after recommendation to the Southern Association by the North Carolina Committee, and after approval of the Association.

Gaston's New High School Named For Superintendent

A new high school planned for Gaston County will be named the Hunter Huss High School, honoring the superintendent of the county's schools.

This new high school, to be built near Wesley Park, will cost between \$1,125,000 and \$2,000,000, and will house approximately 1200 students when completed.

Naming of the new high school, which is expected to be completed in 1962, for Superintendent Huss is in keeping with the general trend in naming schools in that county after people. Gastonia's high school was renamed the Frank L. Ashley High School about six years ago, honoring Principal Frank Ashley. Other schools bearing names of former teachers or principals are Grier, Wray, Mary Wilson, and Peedin.

A native of Cherryville, Superintendent Huss has been superintendent of Gaston County schools since 1937. He attended the University of North Carolina. He served as principal of the Cramerton schools in 1923-24 and of the North Belmont School in 1924-25. He became principal of Cherryville High School in 1925 and then superintendent of the Cherryville City schools, which position he held for five years prior to his being named county superintendent.

School Lunch Big Bargain According To Ballentine

The one meal served each day to school children under the National School Lunch Program is the biggest bargain anywhere, according to L. Y. Ballentine, State Commissioner of Agriculture.

"It is a bargain in more ways than one," Ballentine stated recently. "Not only does it provide a nutritional, well-balanced hot meal for our growing youngsters at a price all can afford; it also gives an outlet for many agricultural commodities that our farm abundance provides, using it right here at home. It encourages local trade, too, for with every dollar value of commodities supplied the schools by the U. S. Department of Agriculture, three dollars are spent locally in purchases to complete the menus that help make our children strong, healthy future citizens."

The State's School Lunch Program is administered by the State Department of Public Instruction. Last year, 1959-60 under this Program 97,300,579 lunches were served. Expenditures totaled \$27,761,720.55. In addition to \$3,846,242.17 in indemnity payments through the U. S. Department of Agriculture, commodities valued at \$7,258,665 were distributed through the State Department of Agriculture in the operation of the Program. According to Mrs. Anne W. Maley, State supervisor of School Lunch, 1,787 schools participated in the Program last year.

Emswiler To Direct Statewide Program For Academically Talented Children

J. Dixon Emswiler, who has served the State Department of Public Instruction for two months as a consultant on education for exceptional children, was appointed last month as director of the newly created division of education for academically talented children. This division was made possible through action of the 1961 General Assembly.

"The immediate goal of this division," according to Emswiler, "will be to supervise continued pilot programs over the State for educating gifted children, and to recommend a plan by which these children — representing about two per cent of the school population — may receive special instruction on a Statewide basis."

At present, five pilot centers for working with the academically talented are in operation under legislative funds: Winston-Salem, Henderson

March 1 Set As Deadline For Loan Applications

March 1, 1962 is the deadline for the submission of applications for North Carolina prospective teachers' scholarship loan fund, according to Clifton T. Edwards, supervisor of teacher recruitment, scholarship, and placement.

"Superintendents, principals, guidance personnel, and teachers should keep this date firmly in mind and see that interested pupils complete their applications on time," declared Edwards.

Approximately 450 scholarships are awarded each year, and the awards amount to \$350 for each regular school year. Any resident of North Carolina who is interested in preparing to teach in the public schools of the State is eligible to apply. Preference will be given to high school seniors.

In awarding scholarship loans, consideration will be given to such factors and circumstances as aptitude, purposefulness, scholarship, character, financial need, and areas or subjects in which the demands for teachers are considered greatest.

Recipients of scholarship loan awards may attend only a North Carolina college or university, public or private, which offers teacher preparation or work leading to teacher preparation.

For further information, requests should be addressed to Prospective Teachers' Scholarship Loan Fund, State Department of Public Instruction, Raleigh, North Carolina.

County, Hendersonville, Pitt County, and Greenville. Approximately twenty-five administrative units have programs for the gifted which were made possible by the last legislature when provisions were made to allot additional teachers to units on the basis of one additional teacher for each twenty already employed.

In addition, 23 units are now able to concentrate special attention on the talented through special Statewide allocations. Moreover, an undetermined number of systems give local support to programs for the academically talented.

Emswiler, a graduate of the University of Texas and the University of Michigan with additional graduate work elsewhere, has been teaching exceptional children since 1953 in Texas and Minnesota. He came to North Carolina in October.

Kentucky Study Shows Pro and Con Arguments On Urban-Rural Mergers

Pro and con arguments concerning the merger of urban and rural school systems formula by a Kentucky study commission are often quoted to cover similar mergers of North Carolina units.

This Kentucky commission listed the following advantages of merger:

1. Educational services and facilities would be more nearly uniform for all peoples within the county, and expenditures would be equalized between rural and urban children.

2. Opportunities for more efficient management of districts and better utilization of available educational leadership would be improved.

3. Considerable savings could be made in per capita cost of administration.

4. Efficient long-range planning and location of attendance areas and transportation routes would be facilitated and duplication of some facilities could be eliminated.

5. The school tax burden could be equalized within each county and all citizens of the county would be subject to the same tax rate.

6. State equalization aid could be distributed more equitably if the required local tax effort for the foundation program were calculated on a county wide basis. (Not applicable to North Carolina, as State is not based on foundation program.)

7. Units which are too small to offer a broad program of educational services at a reasonable per pupil cost would be eliminated.

8. Problems of disputed boundaries and annexation of property by units would be obviated by making each unit coextensive with the county.

9. The number of transfer pupils would be reduced, minimizing problems of tuition payments and giving parents of these children some control over their schools.

10. The adoption of larger, more efficient units throughout the state would strengthen local control of education.

Disadvantages of merging administrative units, according to the Kentucky report, are:

1. Some aspects of the school program in wealthier units might be "leveled down" to equalize services throughout the county.

2. Evidence indicates that no substantial economies would result.

3. Residents of independent districts would no longer have exclusive control of city schools.

4. Merger might permit excessive consolidation of attendance areas, closing some schools which serve as community centers.

5. While the number of superintendents and board members would be decreased, the total administrative and supervisory staff required would not necessarily be reduced.

John Hawes, Marjorie Muse Attend National TV Meet

John Hawes, consultant in television education in the State Department of Public Instruction, participated in a three-day nationwide conference in the use of television in the public schools, October 12-14. Mrs. Marjorie Muse of Charlotte also took part in this convention. The conference was sponsored by the Ford Foundation as part of the overall program of the Fund for the Advancement of Education.

The entire conference centered around classroom utilization of television instruction. Two of the outstanding personalities on the program were Dr. Clarence Faust, president of the Fund for the Advancement of Education, and vice president of the Ford Foundation, and Dr. Harold Wigren, consultant in newer educational media with the National Education Association.

Mrs. Muse made a report at the conference concerning North Carolina's participation last year in the pilot program, carried on in four states, whereby a classroom teacher resources consultant worked with classroom television teachers throughout the State. In North Carolina, Mrs. Muse, who had been a classroom television teacher in Greensboro and Charlotte, resigned her teaching position last spring in order to assist television instructors throughout North Carolina. She reported her findings to the national conference.

Participants from sixteen national projects attended this conference as well as national leaders in television education from five foreign countries. Hawes, in summing up his experiences at this annual affair, declared it to be the "best planned, most stimulating, and most useful conference of its type in which I have yet participated."

Attendance in College Affected by Proximity

"Proximity apparently influences attendance in college in a rather definite way in North Carolina," declared J. Everett Miller, assistant superintendent of Public Instruction. "According to the *Follow-Up Survey of North Carolina High School Graduates, 1961*, students living near institutions of higher learning attend these institutions percentagewise in larger numbers than those who live some distance away."

Units from which the largest percentage of white 1961 graduates went to college last fall are Greenville, Elizabeth City, Raleigh, Hendersonville, Greensboro, and Chapel Hill. In each community there are one or more institutions of higher learning, or such an institution is nearby.

Communities from which the largest percentage of Negro students enrolled in college last fall include Fayetteville, Durham, Greensboro, Salisbury, Raleigh, Winston-Salem, and Concord.

Junior Science Symposium Will Be Held March 16-17

The fourth North Carolina Junior Science Symposium is scheduled to be held on the campus of Duke University on 16-17 March 1962. This year's JSS is sponsored jointly by the North Carolina Academy of Science, the Army Research Office, Durham, and Duke University. Science programming assistance is again being provided by the State Department of Public Instruction.

The program will provide an opportunity for selected outstanding sophomore and junior students and their science teachers to witness "Research in Progress—Science in the Making". The program will consist of lectures by eminent scientists, presentation of papers by selected North Carolina high school seniors, panel discussions and opportunities to observe and discuss current research in the laboratories with working scientists. The program is planned to coincide with the Annual Duke Engineering Show.

A committee from the North Carolina Academy of Science will select the participants on the basis of their individual merit. Invitations will be extended by the Academy of Science.

The Attorney General Rules . . .

Education; Public Schools; Assignment of Pupils; Assignment of Pupils Residing in One Administrative Unit to a School or Schools in Another Administrative Unit; Priority of Assignments.

You state that the City Administrative Unit has in past years followed the practice of admitting pupils who live outside of the District to the public schools of When you use the term "..... District" I assume you refer to the territory embraced in the City Administrative Unit, and from the nature of your questions it would appear that you have in the Administrative Unit considerable territory that is outside the Corporate Limits of the City of

Before answering your specific questions I should like to refer to some statutory provisions that govern the assignment of pupils in the public schools of the State. County and city boards of education have general control and supervision of all matters pertaining to the public schools in their units, "and shall have authority to make agreements with other boards of education to transfer pupils from one administrative unit to another unit when the administration of the schools can be thereby more efficiently and more economically accomplished." (See last paragraph of G. S. 115-27)

Under the provisions of G. S. 115-163 pupils residing in a school district who have not been removed from school for cause are entitled to all the privileges and advantages of the public schools of such district or attendance area "in such school buildings to which they are assigned by county and city boards of education." This same section contains a proviso which I quote as follows: "Provided, further, that pupils residing in one administrative unit may be assigned either with or without the payment of tuition to a school located in another administrative unit upon such terms and conditions as may be agreed in writing between the boards of education of the administrative units involved and entered upon the official records of such boards."

You will find that this same section (G. S. 115-163), unless otherwise assigned, gives preference or priority to pupils in the district or attendance area in which they reside. You will

note that this priority is based on residence and the section gives three examples of residence which confers upon pupils the right to attend the schools of the district or attendance area. The Compulsory Attendance Law (Article 20 of Chapter 115 of the General Statutes) simply requires parents to send children to the schools in which they have been assigned and enrolled. The basic article as to assignment and enrollment of pupils is Article 21 of the General Statutes, and here in G. S. 115-176 you will find repeated what I have quoted above as to assigning a pupil residing in one administrative unit to a school in another administrative unit, and you will also find this pertinent statement: "No child shall be enrolled in or permitted to attend any public school other than the public school to which the child has been assigned by the appropriate board of education." The criteria of assignments are also stated in this section, and they are for the purpose of effective instruction, efficient administration, health, safety, and general welfare.

In view of these statutory principles and rules, I answer your Question No. 1 to the effect that you may accept pupils in some grades of a school and refuse admission to other grades. I answer your Question No. 2 that you may accept pupils in one school and not in another school. I answer your Question No. 3 that there is a priority in favor of children residing in your administrative unit whether within or without the corporate limits, and your first duty is to furnish schools to the children in your administrative unit. I do not think that the residence, either within or without the corporate limits, is the criteria; the test is whether they reside in the territory embraced in your administrative unit. I answer your Question No. 4 to the effect that sizable taxpayers have nothing to do with the matter and that your priority belongs to pupils who reside in your administrative unit. I answer your Question No. 5 to the effect that enrollment of pupils in their earlier years does not confer any priority for enrollment next year. I assume here that you were referring to pupils who reside outside the district. The acceptance of pupils residing outside your administrative unit, subject to the priority of pupils residing in your unit, is entirely a matter of agreement, judgment and discretion as exercised by and between

Public Schools; District Referendum on Consolidation.

You state that you are Chairman of the District School Committee and that there has been considerable agitation to consolidate the High School with the School in County. Some residents of the District favor this plan of action, and there is also considerable opposition. It is difficult to determine the majority opinion in the District, and you do not know what recommendation to make to the County Board of Education.

You wish to know if there is any provision of law which would permit you to hold a referendum in the District, and, if so, you would like to know if it is possible to conduct an unofficial referendum by means of the use of the registration books as the same appear after the last registration in the District.

I do not know of any provision of law that authorizes the conduct and holding of a legal referendum in a school district for the purpose of determining whether or not the residents favor a consolidation of schools. As to an unofficial referendum I would think that this would be a matter which particularly concerns you and any device which you could work out which would give you some ideas about the matter would be all right. However, it cannot be done at public expense.

I call your attention to G. S. 115-76, which deals with the subject of consolidation. You will find that the board of education must have the approval of the State Board of Education before this can be done, and that before any order of consolidation is entered by a county board of education the county board shall call for a public hearing at which hearing the county and State Board of Education and the public shall be afforded an opportunity to express their views. I should think therefore, that before any consolidation may lawfully take place all persons residing in any school district will have an opportunity to express their views, and there is no need for you to conduct any referendum of any nature whatsoever. —Attorney General, November 20, 1961.

the two boards of education involved.—
Attorney General, November 21, 1961.

LOOKING BACK

Five Years Ago

(N. C. Public School Bulletin, January, 1957)

Vester M. Mulholland of the State Department of Public Instruction, who is assisting with the revision of the Language Arts bulletin for grades 9-12, attended the forty-sixth annual meeting of the National Council of Teachers of English which took place in St. Louis during the Thanksgiving holidays.

Ten Years Ago

(N. C. Public School Bulletin, January, 1952)

Dr. Clyde A. Erwin, State Superintendent of Public Instruction, in a recent speech at the Roxboro Grammar School, urged that Person County, for its children's sake, agree to a program whereby the high schools in Person County would be consolidated.

Fifteen Years Ago

(N. C. Public School Bulletin, January, 1947)

State Superintendent Clyde A. Erwin recommended to the State Board of Education at its December meeting that consideration be given to plans for setting up a publicly operated junior college program to relieve the overloaded senior colleges of the State.

James Everette Miller, Director of the Division of Adult Education of the Department of Public Instruction in 1941-42, has returned to the Department as Associate in the Division of Instructional Service, succeeding Dr. H. Arnold Perry, who resigned to accept a position with the University of Alabama.

Twenty Years Ago

(N. C. Public School Bulletin, January, 1942)

W. F. Mitchell, Field Representative of the State Textbook Commission, has been elected as Superintendent of Franklin County to fill out the unexpired term of the late W. R. Mills, who died on November 17, 1941.

Public school teachers now employed, except those who signed non-election blanks, automatically become members of the Retirement System on January 1, 1942.

Twenty-five Years Ago

(N. C. Public School Bulletin, January, 1937)

Two years ago the Budget Appropriation Act carried an appropriation of \$18,500,000 for public schools for each of the two years. This amount . . . was raised to \$20,031,000 for the first year and \$20,900,000 for the second year of the biennium.

Rex Best Appointed March of Dimes Chairman

Rex Best, of Stantonsburg, Wilson County, has been appointed State Chairman for the 1962 New March of Dimes in North Carolina.

"Mr. Best brings experienced leadership to the task of raising funds for vital work in the prevention and comprehensive treatment of Birth Defects, Arthritis and Polio," Basil O'Connor, President of The National Foundation—March of Dimes—said in announcing the appointment.

In accepting the appointment, Mr. Best emphasized the effectiveness of The National Foundation's—March of Dimes—programs of direct aid to patients, extensive research to find preventives, and professional education to train scientists, doctors and allied personnel.

"Almost 250,000 children are born each year with a significant birth defect in the U. S. alone," Mr. Best said. "Arthritis disables more people than any other chronic disease, and we must remember that until universal vaccination is an accomplished fact, paralytic polio is still a threat. Every contribution to the New March of Dimes in January helps fight these cripples."

N. C. State Sponsors Testing Workshop

A Testing Workshop attended by 170 workers in the field of public education was held at State College, Raleigh, on December 1, 1961.

Purpose of this workshop conference, according to Dr. Roy N. Anderson, Head of the Department of Occupational Information and Guidance, under whose direction the workshop was held, was to help key administrative and guidance personnel who have testing responsibilities to do their job better.

Discussion leader of the Conference was Dr. S. D. Melville, Director of the Cooperative Test Division, Educational Testing Service, of Princeton, N. J.

Assistant superintendents, principals, teachers, and counselors from Harnett, Durham, Wake, Johnston, Sampson, Guilford, Wayne, and Craven counties and the Raleigh and Greensboro city schools attended this workshop. Staff members of the State Department of Public Instruction and State College were also in attendance.

"We feel that it was a very effective meeting and we had many fine comments from those who attended," Dr. Anderson stated at the conclusion of the conference.

MAKING TODAY'S NEWS

Gastonia. Gastonia's school teachers—some 300 strong—have voted to be part of a pilot research group which might lead to the establishment of a teacher merit system in North Carolina. *The Gastonia Gazette*, Dec. 9, 1961.

Johnston. A petition requesting that a new plant for consolidation for four high schools, Micro, Kenly, Pine Level and Glendale, was presented to the County Board of Education Monday night, *Johnstonian Sun*, Dec. 7, 1961.

Nash. Mobile trailer units would not provide desirable classrooms for teaching students, but they would be better than some of the arrangements being used this school term it was asserted at a meeting of the Board of Education here (Nashville) Monday. *The Nashville Graphic*, Dec. 7, 1961.

Charlotte-Mecklenburg. The Board of County Commissioners today went on record as approving the \$8.4 million local school bond issue. *Charlotte News*, Dec. 11, 1961.

Raleigh. June high school graduates in Raleigh headed for higher education this fall at a rate of better than 79 per cent. *Raleigh Times*, Dec. 8, 1961.

Gaston. Grier Beam, chairman of the county commissioners, is throwing the weight of his office behind a Gaston County Community College. *The Gastonia Gazette*, Dec. 12, 1961.

Onslow. Bids received yesterday on the construction of four Onslow County school projects, including the completion of the new high school, were surprisingly low. *Daily News*, Dec. 13, 1961.

Kings Mountain. A preliminary survey of possible sites for the new Kings Mountain High School was made Thursday by a team from the division of planning of the State Department of Education. *Shelby Daily Star*, Dec. 15, 1961.

Northampton. Consolidation of Northampton schools will come under definite study in 1962 as the County Board of Education last week instructed Superintendent Roy F. Lowry to study costs of such a project. *The Daily Herald*, Dec. 17, 1961.



ASTC Organizes Speakers Bureau

A speakers bureau has been organized at Appalachian State Teachers College under the direction of Dr. Cratis D. Williams and Dr. James E. Stone.

Qualified speakers are available for educational meetings, professional meetings, and civic groups. Specialists are available in fields from psychology to industrial education.

Dr. Stone said that groups, organizations and others who need speakers for special events should contact the speakers bureau and outline their needs. The bureau will help them to secure a well-qualified speaker for their purpose.

As a community service, Appalachian seeks to fulfill the needs of civic and professional groups in the area surrounding the college.

U. S. Department Issues School Health Pamphlet

Factors basic to a good school health program are outlined in a new Public Health Service pamphlet. Entitled "School Health Program: An Outline for School and Community," the pamphlet was jointly developed by the Service, the Children's Bureau, and the Office of Education, all units of the U. S. Department of Health, Education, and Welfare.

The pamphlet is intended for use of both professional personnel and community leaders concerned with improving their local school health programs. The pamphlet covers the three main aspects of an effective school health program—health education, school environment, and health services. Also included is information on resources for consultation and assistance, a selected bibliography, and excerpts from a policy statement on the joint responsibilities of the education and health professions.

Single copies of the pamphlet (PHS Publication No. 834) are available from the Office of Public Inquiries of the Public Health Service and from the Children's Bureau and the Office of Education. The pamphlet may be obtained in quantity from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 5 cents a copy or \$3 for orders of 100.

Statewide Survey of Kindergartens is Begun By N. C. Association For Childhood Education

A comprehensive survey of kindergartens in the State is underway by the North Carolina Association for Childhood Education. The ACE survey advisory committee ratified points to be covered in a meeting at Winston-Salem on January 6.

Preparations began more than a year ago. The North Carolina ACE in April, 1961, adopted a resolution by its legislative committee that the association sponsor a Statewide study of the education of five-year-old children. The executive board of the State ACE in May budgeted funds to be used in the survey and approved selection of the survey advisory committee of persons with interests in kindergarten from all sections of the State.

Chairman of the advisory committee is Richard Ray, principal of Ardmore School in the Winston-Salem city school system. Other members are Marion Price, Midwood School, Charlotte, director of the summer kindergarten program in the Charlotte-Mecklenburg schools; Samuel Stell, supervisor of non-public schools, State Department of Public Instruction; Mrs. J. E. Hedrick of Winston-Salem, director of the First Presbyterian Church Weekday School; Dr. Eugenia Hunter and Dr. Kenneth Howe, Department of Education, Woman's College, Greensboro; Carrie Phillips of Greensboro, executive secretary of the State ACE; Harold Miller of Gastonia, State ACE president; Annie Mae Murray, East Carolina College, Greenville; John Phillips, director of elementary education in Winston-Salem city schools; and Mrs. Ralph E. Miller of High Point.

The committee will use a questionnaire in two parts—a section asking for general information (size, type of support, physical plant, data on students, hours of operation, program, etc.); and a section asking for information on personnel (experience and training of teachers). The group expects a clear picture of the status of kindergartens from the most comprehensive survey in many years.

The group plans to give information to the State Department of Public Instruction that may be used to develop a master list of all kindergartens in the State and to revise the department's

booklet "Schools for Young Children." The group also plans to make recommendations for further development of standards for approval of kindergartens by the SDPI.

Chairman Ray said survey results will be used in a study by the North Carolina ACE to determine how the State's kindergartens stand in the areas of personnel, curriculum, support, equipment, and facilities. The next step proposed by ACE is a series of comparative studies of primary grade success of children who have been to kindergarten and those who have not. One of these studies will be conducted in Winston-Salem. The committee proposes also a comparative evaluation of the Charlotte-Mecklenburg summer kindergarten program.

Ray said a third step, if funds are available, may be a pilot program over a period of three or four years in which a selected group of youngsters will attend kindergarten and then be compared with a group, similar in socioeconomic background and intellect, who do not go to kindergarten.

Eventually, he added, ACE studies of kindergartens may answer the question: "Does the value of a kindergarten program justify the inclusion of such a program as part of the public school system of North Carolina?"

Institutions, such as churches that are developing and supporting kindergartens, might welcome sets of standards, a consulting service, and guidelines for development, drawn from the studies, Ray added. He commented that private and institution kindergartens welcome guidance and assistance. He said, "There are many kindergartens that want honestly to be good schools."

The committee has considered problems to be tackled before public kindergartens could become a reality in the State. Chairman Ray also said "Some people would go to bat for us now, but wide public acceptance of kindergartens as a bona fide part of the education program is necessary. We must consider also the responsibility for housing. Such a State program would increase the budget for education by more than one-twelfth, since kindergartens cost more to operate. It would take more teachers, trained differently.

The devotion of democracy to education is a familiar fact — John Dewey.

Only a patient and informed mind, only a mind which literally never stops growing is prepared to contribute to modern democratic society. Never has there been so much to learn, unlearn, relearn — Elmo Roper.

It is by presence of mind in untried emergencies that the native metal of a man is tested — Lowell.

In this complicated and competitive world there is no asset greater than the brain power of our people — Abraham A. Ribicoff, Secretary of Health, Education, and Welfare.

Knowledge is knowing what to do, skill is knowing how to do it, and virtue is doing it.

A little knowledge is a dangerous thing; but we must take that risk because a little is as much as our biggest heads can hold — Preface to Geneva.

If the matter is important and you are sure of your ground, never fear to be in the minority. The world turns aside to let any man pass who knows where he is going — David Starr Jordan.

An abundant and increasing supply of highly educated people has become the absolute prerequisite of social and economic development in our world. It is rapidly becoming a condition for national survival. — Peter Drucker.

Teachers deal with the two most important things in the world — ideas and people. And the job of good teachers is to evaluate and sort out the sound from the unsound, and true from the false, the important from the unimportant. But not only must they evaluate; they must in some manner communicate to the youth of our country the ideas which are important, most fundamental, most vital to our way of life. — Dr. Walter H. Judd.

Superintendent Carroll Says . . .

(Excerpts from an address made at the dedication of the Whiteville High School, January 21, 1962.)

Today, January 21, 1962, I do not know of any better advice to give you in some respects than that stated by Superintendent Stanly more than 61 years ago . . . "the best way to improve our public schools is to get the people more interested in education. . . . This could be done if there were more talks made at the various schoolhouses on the subject of education. . . . Our people need to be shown the importance of education, and they need to be shown what real education is . . ."

Such is a part of the educational heritage and tradition of this immediate area. Meager though some of the educational provisions may have been, they served their day well and they helped bring today's educational program into being. We of today can be reverently thankful for the men and women who labored in the educational vineyard in years past in order that today's program might be so productive. Let us hope that in the decades ahead our children may have cause to be equally thankful for what we will have contributed to them in an educational way.

. . . In my study of this school plant, I have gone beyond the physical features and their costs, as I know you have. I set for myself the challenge and the task of discerning and establishing the purposes for which this particular building was designed and constructed. To be sure, it could serve as shelter for a given number of children and teachers. It could provide comfort, sanitary environment, eye-appeal — but these elements would continue to be largely physical in nature. What I was looking for might be covered in these words: A school building is important, it is a necessity, but it is not of prime significance. It has but one basic and justifiable reason for existence and that is to facilitate and effectuate the teaching and learning processes that go on within it. It is an inanimate instrument designed to serve the animate. At its best, it is a harmonious arrangement of spaces in which boys and girls, possibly men and women, can grow normally and progressively into happier and more useful people.

Of primary importance in the whole educational process are definite ideas and plans with respect to what is going to happen in the school plant, what could and should happen, by and to and for whom it shall happen, and why any of it happen at all. Decisions along these lines determine purposes and objectives to be served, and thereby give value to the plant itself.

. . . So, looking today beyond bricks and blocks, wood and steel, fabric and color, I feel each of us can doubtlessly see and sense that sound educational objectives and aims must always serve as the foundation for this Whiteville High School facility.

Now that you have come into possession of this carefully planned, attractive, spacious school plant, what comes next?

Is it beyond the realm of possibility — of probability — that a poor educational program may be housed within a truly magnificent building? I do not think as long as you have in charge of this school such men and women as you have on your board of education, your superintendent, your principal, your current faculty, that you will have a poor school at this site. At the same time, however, I would pray that you will not be fooled by this building. Within itself, it does not assure you of a truly good school. It merely provides the setting in which you can have a good school.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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CHARLES F. CARROLL
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February, 1962

Approaches To Quality

As every effort is being made by North Carolinians to improve their public schools, certain practices—in the name of quality education—should be constantly appraised in terms of their actual effectiveness in achieving this goal.

It is almost a truism, but nonetheless a verified fact, that “more and more and more does not necessarily mean better and better and better.” More of the same can be a deterrent to quality; and it is well known that the same for all students is not only deadening but a sure way of lowering quality.

Longer school terms, longer school days, and longer periods do not guarantee better education, though this approach may often have outstanding advantages. Similarly, additional subjects in the curriculum, the requirement of more units for graduation, heavier homework, and de-emphasis on extra-curricular activities do not, in and of themselves, bring quality to the educational program. Neither do programs of so-called enrichment, acceleration, and special grouping lift the level of education.

Each of these practices has merit, but only as it is thoroughly understood and effectively carried out in terms of the specific needs of individuals in specific situations. For example, more homework in no way guarantees meaningful homework; homogeneous grouping is likely to mean no more to pupils than any other kind of grouping unless each individual pupil is challenged to do his best; fewer athletic contests at night can do little to raise the quality of education, unless there is purpose and meaning in what pupils do when they remain away from these contests.

It is indeed encouraging that academic excellence is increasingly being respected and encouraged among parents, and lay people throughout the State. The teaching day has fewer interruptions than at any time in recent years; lay people are aware of the purposes of education to a degree never before known; teachers are better prepared and are keeping up-to-date in

their knowledges and skills more generally than heretofore; classroom techniques more and more are in keeping with what is known about youth and the learning process; facilities and teaching materials are more abundant and are being used more intelligently than in former years; and cooperative planning and cooperative evaluation are coming into their own as vital aspects of creative teaching.

These, and other encouraging facts, suggest that education in North Carolina is moving forward. Enthusiasm for quality has become contagious. As educators, however, it is imperative that no single technique or device be regarded as a possible panacea for whatever needs improvement. Progress must be made on *many* educational fronts and *many* approaches must be utilized.

Teaching and Learning

Education is primarily a process of learning rather than a process of teaching.

Whatever is done toward improving the quality of preparation and in-service growth of teachers, making use of instructional materials, discovering more effective means of grouping, marking, and promoting pupils should at all times be for the purpose of improving the situation for learning.

It is imperative that teachers know more about the learning process. Surrounded with abundant and appropriate instructional materials, they cannot do their best until they understand the conditions under which learning best takes place. School with good equipment, teaching aids, and up-to-date practices relative to homework, marking and promoting, and the like, still must depend upon the teacher's understanding of the learning process if indeed learning is to take place.

A reverence for individual differences among pupils is of little value unless teachers also recognize the common denominators among young people. An appreciation for the theoretical values of motivation is meaningless until teachers find specific ways to assist specific pupils in doing their best.

Emphases will change in many classrooms when teachers realize that desire to learn is the greatest factor in the learning process; that learning to think, solve problems, make decisions, and work independently, imaginatively, and creatively have more inherent values than lock-step acquisition and repetition of facts which so often are lacking in relationships and in meaningfulness.

Learning takes places best when students recognize and understand the purposes for which they work. And understanding of this maxim should enable teachers to teach in a manner that is meaningful for themselves and for their pupils. Thus teaching becomes learning.

Audio-Visual Tools of Teaching

In terms of pupil achievement, the first two per cent of the educational budget spent wisely for audio-visual tools and for instruction in their effective use has resulted more often than not in a 20 percent increase in pupil achievement. This average improvement was one of the findings from studies of the State Department of Public Instruction. It matches the results of independent studies by the U. S. Department of the Navy in naval schools. What business would not immediately invest the initial two percent for a 20 percent return?

Results from these studies help to answer the objection made most often by teachers: “We don't always have enough time to prepare for using the appropriate audio-visual tools.” While preparation may occasionally require more time than for book-and-lecture presentation, State Department studies reveal that teachers' time in preparing for field trips, demonstrations, and incorporation of audio-visual methods in instruction pays greater dividends in pupil learning and retention.

Studies to help determine which senses of pupils are most efficiently reached by teaching tools are quoted: “How we learn: 1% through taste, 1½% through touch, 3½% through smell, 11% through hear-

(Continued on page 4)

UNC Offers Outstanding Summer Program On Teaching Children With Special Needs

The University of North Carolina summer session will offer its most ambitious program for teachers in special education this year. The director of the program in Special Education is Dr. Hardwick W. Harshman who joined the staff last September after teaching at Eastern Michigan State University at Ypsilanti and the University of Michigan at Ann Arbor.

Four instructors in special fields will assist the regular staff, as follows: Mrs. Ruby Long of the Special Education Division of the St. Louis County Schools in Missouri will instruct in methods and materials used in teaching children with special education needs. Dr. Edmund V. Meeh, associate professor at Bryn Mawr College and Director of Research for the Children's Aid Society in Pennsylvania, will conduct courses in mental hygiene in teaching and child growth and development. Grady Thomas, audiologist in the North Carolina Memorial Hospital, will serve as a consultant. Dr. Lucia Morgan, specialist in corrective speech and hearing, is borrowed from the speech division of the English department at UNC to instruct and serve as a consultant.

Audio-Visual Tools of Teaching

(Continued from page 3)

ing, 83% through sight." (Soeony-Vacuum Oil Company studies.) The same studies compare persistence: "Recall, three hours later and three days later: (1) Telling when used alone 70%/10%. (2) Showing when used alone: 72%/20%. (3) When a blend of telling and showing is used 85%/65%."

In its handbook for administrators of audio-visual materials in instruction, the State Department's A-V office points out that audio-visual tools are not substitutes or crutches for classroom instruction. No tool is better than the teacher using it. The greatest benefit is realized when the teacher prepares the class thoroughly for use of medium, uses it properly, follows up with repetition as necessary, summarizes, and asks questions that call for the pupils to understand what they have witnessed.

The courses will be taught in New Peabody Hall which has modern facilities for education of teachers of atypical children. Dean Arnold Perry of the School of Education announces the program of twelve courses of particular interest to teachers in the field of special education.

For the first term, June 7 through July 17, these courses will be Education 180, Introduction to the Study of Exceptional Children; 181, Teaching the Mentally Handicapped Child (Methods, Materials, Curriculum Adaptation); 183, Principles of Speech Correction; 174, Use and Interpretation of Educational Tests and Measurements; 171, Growth and Development of the School Child; 165, Improvement of Reading; and 105, Guidance in the School.

For the second term, July 18 through August 25, the special education courses will be Education 182, The Gifted Child in School and Society; 273, Theory and Use of Individual Intelligence Tests (clinical practice in administration and interpretation of the Stanford-Binet and Wechsler tests); 176, Mental Hygiene in Teaching; 166, Clinical Procedures in Remedial Reading.

Committee Selects Supplementary Books On Basis of Usefulness in Classroom

Supplementary textbooks for listing in the 1962 catalog have recently been selected by members of the State Department of Public Instruction according to criteria which were cooperatively devised by teachers and Department consultants. Nile F. Hunt, director of instructional services, supervised this project.

"Supplementary books are desirable as *classroom* aids in improving learning opportunities for all pupils," declared Hunt, "and as such are intended to supplement basal adoptions. For this reason, it is felt that such books should duplicate as little as possible the content of basal textbooks."

Areas involved in the criteria for selection of supplementary textbooks include authority of author, editor, and/or publisher; recency of copyright date; content of the book; special study helps; and format.

"In some instances," Hunt explained, "it seems fairly obvious that certain books will be more useful when placed in a classroom rather than in a central

ASHA Awards Mrs. Ramos Advanced Certification

Mrs. Pearle R. Ramos, speech consultant in the Department of Public Instruction, was recently granted advanced certification in the American Speech and Hearing Association, an honor belonging to approximately 400 of the organization's 6,000 members. This highest award by ASHA permits Mrs. Ramos to practice independently as a speech pathologist and to sponsor others seeking this recognition.

Mrs. Ramos, the only such qualified person in the ASHA in North Carolina, completed 335 clock hours of clinical work under supervision, 60 semester hours in specified and approved courses in speech pathology, and four years of approved professional experience under the sponsorship of a member of advanced standing.

In addition to two Master's degrees, one in speech pathology from Northwestern University and the other from the University of North Carolina in elementary education, Mrs. Ramos has done special study in advanced phonetics and has had additional clinical experiences at the University of Georgia.

Prior to joining the State Department two-and-a-half years ago, Mrs. Ramos served as a speech consultant in the public schools of Charlotte.

library; on other occasions, when such a decision cannot be made with such definiteness the evaluating committee has recommended that books in this less certain category be placed in the central library."

"It becomes apparent, then, that the philosophy held by an individual school concerning the use of the central library modifies in various ways the philosophy concerning the use of supplementary books in the classroom," Hunt continued. "Availability of funds will also affect the thinking of those concerned with the acquisition and use of supplementary books."

Of fundamental importance in selecting and listing supplementary textbooks is the concept that duplication of content explored at the same maturity level as that in the basal textbooks is discouraged. On the other hand, extension of similar or related content for all levels of maturity within a classroom is encouraged, Hunt elaborated.

New School Law Edition Available From Department

Copies of *Public School Laws of North Carolina*, the revised edition of 1961, were distributed to all school superintendents during the past month, according to L. H. Jobe, director of publications. The current one-volume publication supersedes all other editions, according to Jobe, and should replace all older editions.

These laws are reprinted from the General Statutes of North Carolina and include amendments adopted by the 1957, 1959, and 1961 General Assemblies.

Copies may be secured from Mr. L. H. Jobe, director of publications, Department of Public Instruction, at \$1.50 per copy.

Out-of-State Students Average 16% of Total In Public Institutions

Sixteen percent of the 40,056 students enrolled last fall in the State's 17 public institutions were from out-of-State, according to the State Board of Higher Education.

Number of out-of-State students, a report released recently by the Board shows, totaled 6,427 and ranged from none in Carver College and the new College of the Albemarle to 2,749 at the University, Chapel Hill.

Of the 11,396 entering Freshmen, the report further shows, 1,507 or 13.2 percent, were out-of-State students. Percentage of Freshmen at these institutions who were out-of-State ranged from none in Carver and the College of the Albemarle to 29 percent of A and T's entering Freshman.

The number and percent of out-of-State students at each of these State institutions are as follows:

	No.	%
University (C. H.)	2,749	30.0
N. C. State	1,266	17.8
Woman's	488	15.5
East Carolina	624	11.9
Western Carolina	147	7.5
Appalachian	139	4.8
Pembroke	44	7.7
A and T	476	18.6
N. C. College	163	6.9
Elizabeth City	107	13.0
Fayetteville	46	4.9
Winston-Salem	113	10.5
Asheville-Biltmore	1	.2
Carver	0	.0
Charlotte	15	1.7
Albemarle	0	.0
Wilmington	49	6.6
Total	6,427	16.0

Ladu and Vandiver Attend Annual Meeting Of Modern Language Association, Dec. 26-30

Fifteen North Carolinians attended various meetings of the Modern Language Association which held its seventy-sixth convention in Chicago, December 27-30. Among those in attendance were Mrs. Tora T. Ladu and Evelyn Vandiver, consultants in foreign languages with the State Department of Public Instruction. Approximately five thousand attended this conference.

Mrs. Ladu was North Carolina's official representative to the American Association of Teachers of Spanish, and Miss Vandiver, official representative to the American Association of Teachers of French. Mrs. Ladu and Miss Vandiver were particularly concerned with the meetings of the National Council of State Supervisors of Foreign Languages, an organization which annually holds its conferences in connection with the MLA.

Emphases throughout the convention were placed on the desirability of more foreign languages in schools and colleges, continuity in the language program, and the audio-lingual approach.

Outstanding among the addresses was that by Henry W. Nordmeyer, professor emeritus of German, University of Michigan, and president of the MLA. In his address, "Faith of an Educator," Nordmeyer stressed the fact that a renaissance in education is definitely underway and that this renaissance will undoubtedly bring about a reformation. "Graduate schools, for example," he stated, "will take the reading knowledge of two languages for granted. Indeed, *proficiency* in at least two languages — not so many courses in a language — will be required for graduation in the relatively near future. . . . And throughout the secondary and college programs of the nation emphasis on individual ability will be stressed."

Donald Walsh, director for the Language Program Research Center, declared that during the next decade the "main emphasis in the area of foreign languages will be on teacher recruitment and preparation."

Other keynote speakers included Honorable John Brademus, Congressman from the third district in Indiana, a former Spanish professor, who addressed the convention on "Foreign Languages and Federal Aid to Education." Brademus insisted that federal aid to education in the area of foreign languages is "imperative if our foreign policy program is to improve and if our

interests in Latin America are to be pursued with intelligence and vigor."

Dr. Sollenberger, director of the Foreign Service Institute, U. S. Department of State, spoke on the topic, "Does Everybody *There* Speak English?"

Math Supervisor Accepts Shell Merit Fellowship

Annie John Williams, supervisor in mathematics for the State Department of Public Instruction, attended Cornell University, July 3-August 11, as a recipient of a Shell Merit Fellowship. Miss Williams specialized in the study of basic concepts of secondary school mathematics and in a study of science and mathematics teaching.

In sponsoring this merit fellowship program, the Shell Companies Foundation, Inc., anticipated being useful in helping teachers and supervisors of chemistry, mathematics, and physics improve their academic abilities and their professional competencies. Selection of persons for fellowship grants was based on such factors as geographic location, leadership qualities, academic and professional preparation, teaching experience, special project interests, and opportunities for leadership ahead.

Miss Williams chose as her summer project the formulation of plans for a Statewide handbook in mathematics for grades 7-12. In connection with her classes, seminars, conferences, and library work, Miss Williams outlined this bulletin, which she plans to complete, with the aid of teachers throughout the State during the coming year.

Jean Carmichael, chemistry teacher in the Myers Park High School in Charlotte, was also a recipient of a Shell Merit fellowship.

Participants in the program received an allowance for travel, books, tuition, dormitory accommodations, and meals — as well as a stipend of \$500 each.

Y. A. Taylor, supervisor in science for the State Department of Public Instruction, attended a one-week conference at Cornell during the summer for science supervisors.

Earlier in the year, Miss Williams participated in the thirty-ninth meeting of the National Council of Teachers of Mathematics, and served as Southeastern Regional representative who introduced the delegates from this region.

By 1980 North Carolina Colleges May Enroll Between 128,897 and 174,726 Students

Enrollments in public and non-public colleges in North Carolina which totaled 75,201 in the fall of 1961 are projected to rise to a high estimate of 174,726 and a low of 128,897 in the fall of 1980. These calculations are given in a 56-page report submitted to the Committee on Long Range Growth of the Governor's Commission on Education Beyond the High School meeting in Raleigh on January 18.

This report was prepared and presented by Dr. C. Horace Hamilton of the Department of Rural Sociology, North Carolina State College. It updates an earlier projection by a firm of educational consultants in 1957 that already has proved to be too low.

The summary of Dr. Hamilton's new projection says:

"The full impact of the baby boom of 1947 will hit the colleges of North Carolina in the fall of 1965 and will continue for many years. Between 1945 and 1947 the number of births (adjusted) in North Carolina jumped from 94,640 to 119,435, an increase of about 26 percent.

"In this report, two series of projections are presented. Series A is upper limit or high projections, and Series B is lower limit or low projections. Series A is based on optimistic or liberal assumptions, while Series B is based on conservative to moderate assumptions.

"Between 1963 and 1965 the number of high school graduates from North Carolina public schools is expected to jump from 48,171 to 62,074 (up 29 percent, Series A), as compared with a low (Series B) projection from 47,070 to 59,185 (up 26 percent). During the same two-year period, new college freshmen will likely increase (Series A) from 22,862 to 30,945 (up about 35 percent), as compared with a Series B projection from 21,912 to 28,745 (up 31 percent).

"The number of North Carolina public high school graduates in 1962 probably will be from 2,000 to 3,000 less than in 1961 because of the low birth rates in 1944 and 1945. Consequently, the enrollment of new freshmen in the fall of 1962 will likely be less than in 1961. However, the total 1962 enrollment in North Carolina colleges will increase by four or five thousand because of the carry-over of a large number of last year's larger-than-usual freshman class. The 1961 freshman class was larger than usual because of

the high birth rate in 1943. Changes in economic conditions and in college admission policies might affect college enrollments next fall. The decline in the number of high school graduates might cause some colleges to lower admission barriers temporarily to take in just as many or more freshmen as last year. Also, the relatively good economic situation during the past year might increase the number of applicants for college admission. All of these and other possibilities lead one to be cautious in the interpretation of projections."

The report further says, "In many counties and cities the proportion of high school graduates entering college is already above 50 percent. In Raleigh, over 70 percent of the white and 54 percent of the nonwhite high school graduates enrolled in college in the fall of 1961. The increase in the percentage of high school graduates going to college is highly associated with urbanization and with other changes in modern civilization."

Another reason for the increase in college enrollments the report points out, is that the number of graduate students in colleges of North Carolina has increased more than 11 per cent during each of the past three years. Even so the proportion of students in graduate schools in the State is still less than one-half the national proportion. In North Carolina in recent years graduate school enrollment has grown much more rapidly than undergraduate enrollment. This trend should continue mainly because of the increase in number of college graduates, demand for higher degrees, and availability of research and scholarship funds.

Comparing enrollments in public senior colleges with public junior colleges in North Carolina, the report says: "In 1980 it is expected that 60 percent of all white college students will be enrolled in public colleges, and of this 60 percent, 53 percent will be in public senior colleges and 7 percent in public junior colleges." Among nonwhite college students 70.8 percent will be enrolled in public colleges, with 67.6 percent in senior colleges and 3.2 in junior colleges, as projected for 1980. Actual proportions in the fall of 1961 were given as follows: 50.4 percent of white students were in public colleges (47.1 in senior colleges, and 3.3 percent in junior colleges); 68.8 percent of nonwhite students were in public colleges (66.4 in senior colleges and 2.5

in junior colleges). For the future, the report says, "Establishment of new junior colleges and changes of institutions from junior college to senior college status will have bearing on the division of students." More than 12 percent of all college students in the nation are in junior colleges, it notes.

Share of growth among individual colleges of the State is not projected. The report says, "Some colleges and universities are evidently limiting their enrollments, whereas others are following some other sort of growth policy. Individual colleges and universities should be able to make their own plans and projections by taking into consideration the general tables of this report."

Nearly 40 typewritten pages of numerical tables are in the report, with descriptions of methods, and conclusions. Dr. Hamilton explains "A projection is not intended to be an accurate prediction of what will happen in the future. The future cannot be precisely foretold either statistically or otherwise." He adds that the projections in the tables are numerical estimates of "what happen if certain trends continue and if certain more or less reasonable assumptions should turn out to be true."

Projection of percentage of fall enrollment in North Carolina's public senior and junior colleges in 1980 shows 60.0 percent of all white college students will be enrolled in public colleges. Of this 70.0 percent, 53.0 percent will be in public senior colleges and 7.0 percent in public junior colleges. Also, the report projects that 70.8 percent of nonwhite college students in the State will be enrolled in public colleges. Of this 70.8 percent, 67.6 percent will be in senior colleges and 3.2 percent will be in junior colleges.

"Professional school enrollment should and will keep up with, if not exceed, the growth of the general population. It is assumed that enrollment will increase from 1.3 to 2 percent each year, or about the rate which North Carolina population is growing each year."

The report lists 26 reference publications, some of which are periodic series. Included on the list are numerous reports by the U. S. Bureau of the Census and others from the Southern Regional Education Board, N. C. State Board of Higher Education, N. C. State Department of Public Instruction, and from private and public organizations with interests in higher education and population growth statistics.

Many Things Required In Evaluating Schools

In evaluating the effectiveness of a school there are many things to look for in addition to the training of the teacher, the number of pupils she has, and the classroom surroundings.

This is where a majority of today's schools differ from those of yesterday: Principals, teachers and supervisors are taking a closer look at what goes on in the classroom. They are asking themselves many questions as they go about their work of educating the children in their care throughout the day.

Some of these questions are:

- Do the children use and care for the materials required for accreditation? (For example, are the art materials used consistently for the continuous growth of each pupil in art from year to year?)
- Is there freedom of movement in workshop-type classrooms? (For example, are the work tables and science equipment actually used for experimentation, exploration, and discovery in arithmetic, science, social studies, etc.?)
- Do the children assume responsibilities in the classroom?
- Do the children work in groups and do they enjoy each other?
- How do individual children respond to requests made by the teacher?
- In what attitude are requests made by the teacher?
- What provisions are made for individual differences? (For example, is there a time in the daily schedule for individual guidance and counseling?)
- What chances do children have to listen, and to whom?
- Are the children given a chance to choose or select materials? (For example, are there large numbers of supplementary readers from which children can select books to enjoy in addition to the basal readers?)
- Is there a permissive atmosphere in the classroom?
- Can the children converse with each other with pleasant voices and broad vocabulary?
- Is there evidence of correct usage of language?
- Is there evidence of careful planning to ensure a balanced curriculum? (For example, is the daily schedule constantly examined by the teacher in terms of best use of time?)
- Have the children had a part in planning for a good day?
- Are the children SHOWN HOW too much in painting, handwork, arithmetic, science, and other subjects?

- Are the children encouraged to use the problem-solving approach in all subjects? (For example, are children using research materials from central library to find answers to questions which arise?)
- Is praise given whenever possible?
- Are the children treated with interest and respect?
- Do the teachers keep their voices low and confidential?
- Do teachers show their love for children yet avoid artificial sweetness?
- Are the teachers inconspicuous unless needed? Do they move about slowly and quietly?
- Is there a thread of continuity running from grade to grade in all subjects? (For example, do the teachers fully understand how to maintain this continuity through proper use of texts, guidebooks, State bulletins, in-service education, discussions at staff meetings, supervisory leadership, etc.?)
- Is there correlation of subject-matter whenever possible? (For example, is the teacher enriching the study of history and geography by setting aside a block of time for the teaching of social studies? In this block of time art, music, literature, reading, writing, spelling, and many other subjects could be correlated to ensure a better understanding of time, place, and values.)
- Is the class organized for maximum learning? (For example, is there time for group work and individual work in addition to work with the entire class?)
- What techniques are used for testing and counseling children? (For example, are the test results used to adjust teaching and materials to individual needs?)
- Is there tangible evidence that each child is making some progress? (For example, does the teacher keep a folder of the child's writing?)
- Do records, reports, and promotion policies tend to inhibit or encourage maximum growth? (For example, is there provision made for an immature child in grade 1 to have four years in which to finish the primary grades without the stigma of failure?)
- What is the percentage of drop-outs? (For example, is there a correlation between a challenging program and a high percentage of children who remain in school?)

School of Nursing Honors Dean Elizabeth Kemble

Dean Elizabeth L. Kemble of the School of Nursing at the University of North Carolina was honored early in November at the tenth anniversary celebration of the School of Nursing, when her portrait was presented to the University by the classes of 1955, 1958, and 1959.

Other outstanding features of the two-day program included addresses by Governor Terry Sanford; Alice Johnson Gifford, professor in the School of Nursing, 1950-1961; James L. Godfrey, dean of the UNC faculty; Harvey L. Smith, director of the Social Research Section in the Division of Health Affairs, UNC; Warner L. Wells, associate professor in the department of surgery; and Lucile Petry Leone, chief nurse officer and assistant surgeon general, U. S. Public Health Service, and president of the National League for Nursing.

Dean Kemble's portrait was executed by Thornwell Connelly Pridgen of Troy, and was presented by Janet Merritt Littlejohn of the first graduating class (1955) of the School of Nursing. The unveiling was done by Patricia Russell, representative of the Class of 1958 and Phyllis Greer Nolan, Class of 1959. Chancellor William B. Aycock accepted the portrait in behalf of the University.

Miriam Daughtry, supervisor of practical nurse training in the State Department of Public Instruction, represented the Department at this tenth anniversary celebration.

Congratulations to Dean Kemble from the State Department for her outstanding contributions to North Carolina during her stay in Chapel Hill. The State is honored in having a leader of such distinction directing the affairs of the University's School of Nursing.

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- What provisions are made for constant re-evaluation of the school?
 - What provision is made for self-evaluation on the part of the student?
 - What provision is made for self-evaluation on the part of the teacher?
 - Does the faculty work together, share ideas, and seek professional advice?
 - Are the children helped to apply health principles in daily living, etc.?

State School Facts

North Carolina Colleges Enroll 75,201 Students 38 Percent Increase Within Five Years

North Carolina's college enrollment reached an all time high of 75,201 as of October 1961, up more than 8,000 a year ago and 20,663 or 37.9 percent more than five years ago.

Men and Women

Of this total enrollment, 44,808 were men (59.6%) and 30,393 were women (40.4%). Five years ago this percentage ratio was 62.6 percent men and 37.4 per cent women. During the past five years, from 1956 to 1961, the number of men increased by 10,670, or 31.3 percent. Women, on the other hand, increased by almost the same number, 9,993, but 49.0 percent.

Senior, Junior, Bible

Enrollment in the senior colleges of the State totaled 65,478 in the fall of 1961, having increased 8,281 over the number a year ago, 14.5 percent. Five years ago enrollment in senior colleges totaled 46,702. Thus there has been an increase of 18,776, or 40.2 percent, in senior college enrollment within the past five years.

Enrollment in junior colleges, 8,846 in the fall of 1961, decreased by 223 over the preceding year. But over a five-year period, junior college enrollment increased from 7,025 to 8,846, or 25.9 percent.

Enrollment in four "Bible" colleges — Southeastern Baptist Theological Seminary, John Wesley Bible School and College, Piedmont Bible School, and Southern Piedmont College — was 877

ENROLLMENT IN NORTH CAROLINA COLLEGES, 1946-47 TO 1961-62 (As of October for Each Year)

INSTITUTION	I. PUBLIC INSTITUTIONS										Five-Year Increase No.	Five-Year Increase %
	1946-47	1949-50	1951-52	1954-55	1956-57	1959-60	1960-61	1961-62				
1. Senior-White:												
University.....	6,802	7,419	5,773	6,061	6,971	7,959	8,592	9,082	2,111	30.3		
State College.....	4,903	4,600	3,701	4,280	5,495	6,117	6,510	7,117	1,622	29.5		
Woman's College.....	2,108	2,190	2,392	2,340	2,505	2,641	2,922	3,159	634	29.3		
Appalachian.....	899	1,260	1,183	1,452	1,958	2,467	2,897	2,897	939	48.9		
East Carolina.....	1,213	1,659	1,907	2,363	3,161	4,045	4,599	5,263	2,102	68.5		
Western Carolina.....	496	608	566	897	1,101	1,501	1,673	1,824	732	65.7		
Penbrooke.....	122	153	123	161	221	411	440	470	349	157.9		
Total White.....	16,543	17,889	15,645	17,554	21,412	24,938	27,203	29,892	8,480	39.6		
—Negro:												
Agricultural & Technical.....	a2,170	a2,832	a2,568	2,122	2,467	2,006	1,913	2,553	86	3.5		
N.C.C. at Durham.....	928	1,146	1,368	1,406	1,297	1,884	2,129	2,359	1,062	81.9		
Elizabeth City.....	478	476	545	439	349	546	578	823	474	135.8		
Fayetteville.....	600	538	611	626	501	575	743	943	442	88.2		
Winston-Salem.....	556	463	602	796	870	917	1,017	1,078	208	23.9		
Total Negro.....	24,732	25,455	25,694	22,943	26,896	30,861	33,583	37,648	2,272	41.4		
Total Sr. Public.....	21,275	23,344	21,339	22,943	26,896	30,861	33,583	37,648	10,752	40.0		
2. Junior-White:												
Asheville-Biltmore.....	a243	a287	93	308	168	398	371	442	274	163.1		
Charlotte.....	**	a269	164	190	417	641	690	881	464	111.3		
College of Albemarle.....	**	**	**	**	**	**	**	114	114			
Wilmington.....	**	293	132	250	476	509	609	682	206	43.3		
Off-Campus.....	949	135	**	**	**	**	**	**				
Total White.....	a1,192	a984	389	748	1,061	1,548	1,640	2,119	1,058	99.7		
—Negro:												
Carver.....	**	54	149	151	171	240	230	225	54	31.6		
Wilmington.....	**	**	**	**	100	48	51	64	-36	-36.0		
Off-Campus.....	54	31	31	25	**	**	**	**				
Total Negro.....	54	85	180	176	271	288	281	289	18	6.6		
Total Jr. Public.....	a1,246	a1,069	569	924	1,332	1,836	1,921	2,408	1,076	80.8		
TOTAL PUBLIC.....	22,521	24,413	21,908	23,867	28,228	32,697	35,504	40,056	11,828	41.9		
II. NON-PUBLIC INSTITUTIONS												
1. Senior-White:												
Atlantic Christian.....	394	502	394	496	752	1,219	1,126	1,195	443	58.9		
Belmont Abbey.....	**	**	**	270	408	497	540	563	155	38.0		
Black Mountain.....	91	48	35	16	20	**	**	**	-20	-		
Campbell.....	676	765	591	530	698	767	848	940	1,429	84.7		

Study On Russian Education Documents Threat Soviet Scientific and Manpower Buildup Poses

"Education and Professional Employment in the U.S.S.R." is the title of a recent study which thoroughly documents the threat that Russian Education poses to democracy.

The study was prepared for the National Science Foundation by Nicholas DeWitt of Harvard University's Russian Research Center. The three-year project points out two major threats to the West in the Soviet orientation of education; Soviet scientific and technical manpower buildup has become the principal source of Communist strength; and in the future, the West will be dealing more and more with a Russian population that has received little education in moral or human values. DeWitt's major points:

- While Russia has only half as many higher education graduates as the United States, it is now graduating two to three times as many scientists and engineers. Before the end of this decade, the Soviet graduation rate in these fields will reach 250,000, twice that of the U. S. Soviet higher education "transmits about the same amount of, and at times more, knowledge as U. S. or West European institutions. . . ."
- The U.S.S.R. spends more of its gross national product on education—more than 5% on all levels of education, compared to 3.6% in this country. Another indication of Soviet emphasis on education is the employment of higher education graduates in education (U.S.S.R., 43%; U.S., 22%).
- More than half of the higher education students in the U.S.S.R. are women, compared to 35% of the U. S. They are trained for specialized professional use in the Soviet economy (i.e. they represent one-third of all Soviet engineering students, while less than 1% of U. S. coeds are in the engineering field.)
- Higher education in Russia is professionally-oriented. The student chooses his specialty when he enters; his education is completely "functional, applied and pragmatic." The percentage of students in higher education also is controlled; selection sometimes is based more on political loyalty than on ability.
- The total education base in Russia, according to DeWitt's study,

is still far below that of the United States. The median number of years of schooling completed in Russia is 4, compared to 11 for this country.

"Integration of educational and manpower policies with economic and political objectives" in Russia, however, has enabled that country's planners to increase "spectacularly" the number of specialists, and new Soviet educational reforms further tip the scale in favor of science and technology. This emphasis is successful in developing the human mind to high competence in some areas, "but deprives it of its potential to exercise independent and creative thought in the sphere of social values." DeWitt concludes in a postscript:

The 856-page study is available from the Superintendent of Documents, U. S. GPO, Washington 25, D. C. at \$5.50 a copy.

New Health Book Series Discussed at Six Meetings

Six health and physical education conferences were held early in the summer for supervisors, teachers, and administrators interested particularly in the new health textbook series, grades 4-8. Meetings were held in Greenville, Fayetteville, Asheville, Charlotte, Winston-Salem, and Raleigh under the direction of Charles E. Spencer, supervisor of health and physical education in the State Department, and Frances Kornegay, assistant supervisor.

The agenda at each of these area meetings included: (1) an overview of the total school health program; (2) health services; (3) healthful school living, with emphasis on emotional and physical environment; (4) phases of the health instructional program not found in the books; and (5) special features of the new Laidlaw series to be used throughout the State.

Miss Kornegay and Spencer stressed the outstanding features of the recently adopted health series, with emphasis on activities, illustrations, suggested references, teaching techniques, and suggested ways of best using the series.

"Enthusiasm for using the new series effectively was quite noticeable in all of the conferences," declared Spencer. "In Charlotte alone more than 150 educators attended the conference."

Film Talk

STARS AND STAR SYSTEMS

Explains the three main types of astronomical telescopes as they are used to study planetoids, comets, star clusters, Einstein's theory, and expansion of the universe. Briefly, the film shows how man studies the skies.

16 min., black and white, Encyclopedia Britannica

MIGRATION OF BIRDS

A highly informative film of value for all ages—depending upon the teaching purpose. Reviews the annual cycle of the well-known Canada Goose.

11 min., color, Encyclopedia Britannica

PLANETS IN ORBIT

With excellent animation the film illustrates some of the ancient beliefs about the movements of the planets and explains the three laws that Kepler discovered.

10 min., black and white, Encyclopedia Britannica

LE PETITE CHAPERONE ROUGE (Little Red Riding Hood)

French text. For any beginning French student. Excellent for elementary pupils. The picture is uncomplicated and well-oriented. It is quite good for conversational exercise. Color is properly used for emphasis and the repetition after the story makes it a desirable teaching film.

14 min., color, Film Associates

ELECTRICITY: PRINCIPLES OF SAFETY

The film demonstrates overloading, fuse operation, electric circuits, and circuit breakers. The film visualizes rules for safety, such as the proper use of appliances and the avoidance of fallen power lines. Very good for both elementary and high school.

11 min., black and white, Coronet

STAGE MAKEUP: YOUTHFUL ROLES

Good, basic instructions for stage makeup. Would be useful in any of the dramatic activities of the high school.

13 min., black and white, Coronet

THE FLOW OF LIFE

Shows microcirculation of blood in mysentary of living rat and emphasizes the importance of scientific research for the sake of obtaining new knowledge, and the importance of cooperation among the various branches of science in scientific research projects. May be used by guidance directors for illustrating careers in science. For senior high school.

21 min., color, Educational Testing Service

Merrill Hamilton Directs Rowan Industrial Center

C. Merrill Hamilton, associate supervisor of trade and industrial education in the division of vocational education for the past two years, accepted appointment as director of the Rowan County Industrial Education Center on January 5, to be effective March 1.

Mr. Hamilton is the first director of the center now under construction. His appointment was made by the Rowan County Board of Education. He had worked with Rowan County educators and interested agencies in planning for the center.

ECC Receives \$41,900 Science Foundation Grant

East Carolina College has received from the National Science Foundation a grant of \$41,900 to be used in presenting during the summer term of 1962 an institute for high school teachers for science. Dr. Frank W. Eller of the college Department of Science will act as director.

The Institute at East Carolina is part of a nation-wide program sponsored and financed by the National Science Foundation with the purpose of improving instruction in science.

Dates announced for the event by Dr. Eller are July 16-August 24. Forty-eight participants will be enrolled in classes to be offered during the Institute. Those participating may, upon completion of requirements, receive undergraduate credit on the courses in which they are students. Others may enroll on a non-credit basis.

Subjects to be included on the Institute at East Carolina are biology, physics, and earth science. In addition to Dr. Eller, members of the college faculty who will be included on the instructional staff are Dr. Graham Davis of the Department of Science and Dr. George Martin of the Department of Geography.

Dr. Eller has been a faculty member at East Carolina since 1957. As a professor in the Department of Science, he teaches chemistry and physics. A native of North Carolina, he received his college education at Catawba College in Salisbury and was granted the Ed.D. degree at Columbia University.

During the fall quarter of 1961, Dr. Eller conducted in Greenville a public-service course in Radiation Monitoring for Pitt County in which approximately 125 citizens from various localities were enrolled.

Brochure on Merit Pay Prepared for N. C. Centers

Available to those who are interested in merit pay as it is now being studied in North Carolina is a recent, 25-page brochure, prepared primarily as a handbook for pilot centers in the State. The bulletin, *North Carolina Merit Pay Study*, was prepared by Dr. Brank Proffitt, director of the Study; and Robert G. Aldous, assistant director of the Study.

Contents include chapters on "Outline of Procedures for Pilot Centers," and on "Guidelines for Merit Study in North Carolina." The bibliography includes twenty annotated references with notations concerning more complete bibliographical materials. The appendix includes "State Board of Education Rules of Procedures and Organization" and "Special Act of 1961 General Assembly."

The chapter on guidelines lists thirteen basic principles, which, according to the directors of the study, are basic to an intelligent approach to any overall study of merit pay.

A limited number of copies of this brochure are available. Requests should be addressed to Dr. Brank Proffitt, Director, North Carolina Teacher Merit Pay Study, c/o Department of Public Instruction, Raleigh.

Guide for Modern Foreign Languages Distributed to North Carolina Teachers

A tentative curriculum guide in modern foreign languages for 1961-62, prepared by Mrs. Tora T. Ladu and Evelyn Vandiver, language consultants in the State Department of Public Instruction, has been distributed to all modern foreign language teachers and superintendents throughout the State.

This 30-page mimeographed bulletin includes general principles applicable to the teaching of modern foreign languages, plus special sections on "French and Spanish in the Seventh and Eighth Grades," "French I," "French II," "French III and IV," "Spanish I," "Spanish II," and "Spanish III and IV."

Significant chapters are also included on the following topics: "Suggested Supplementary Readers," "Helpful Books for the Teacher," "Suggested Books for French and Spanish Clubs," and "Useful in the Classroom or the Language Laboratory."

"Outstanding emphasis in the study of a foreign language," according to

Merit-Rating Pay Plan Misused Educator Says

Merit rating to reward superior teachers is a good idea, but it shouldn't be used as an escape from raising overall teacher salaries, a group of educators believes.

Forrest Rozzell, executive secretary of the Arkansas Education Association, says he does not know of one school district in America where conditions exist that merit rating actually realizes the "alleged purpose: to identify superior teachers and to pay them accordingly."

"The grand strategy of the movement for merit rating," Rozzell contends, "is to develop a technique by which certain groups seek to avoid the inevitability of increasing tax support for education—a technique of dividing inadequate funds among teachers."

Rozzell expressed his views in one of a series of roundtable discussions for school administrators conducted by *The Nation's Schools*, a professional journal.

The administrators, besides contending a higher salary level for all teachers must come before merit rating, expressed concern over the difficulty of rating superior teachers, who should do the rating, and whether parents might not insist that their child be taught by a "superior teacher."

Mrs. Ladu, "should be the integration of linguistic skills, cultural knowledge, and attitudes of understanding and appreciation of other people." For this reason, Mrs. Ladu explained, this bulletin stresses a coordinated approach to the study of languages.

According to Mrs. Ladu, this tentative bulletin is already being expanded by a committee of ten, and a new edition will be available during the latter part of the summer.

The committee, composed of six representatives from institutions of higher learning and four from high schools in the State, include Dr. Sterling A. Stoudemire, U.N.C.; Dr. George B. Daniel, U.N.C.; Dr. John Kunstmann, U.N.C.; Dr. Neal Dow, Duke; Lucy Ann Neblett, Meredith College; James Fleming, East Carolina College; Maxalyn Mouranne, High Point High School; Mrs. Nell Kahdy, Needham Broughton High School; Estelle Mitchell, Greensboro Senior High School; and Mrs. Virginia Neely, South Mecklenburg High School.

Wilson City Board of Education Adopts Policy Concerning Teaching of Communism

An experiment of genuine significance relative to "the best approach to teaching about communism in the public schools" is currently going on in the Wilson schools, according to Superintendent George S. Willard.

Believing "that a knowledge of communism as it actually operates in the world today is necessary for our citizens to understand world events and to become better prepared to combat the non-military warfare that the communists are waging against the United States and the free world," the Wilson City Board of Education adopted late 1961 a policy statement relative to this vital issue.

This policy statement was formulated following four seminars conducted by the Wilson City Board of Education in which 285 persons participated. Emphasis in the first meeting was on the philosophy of communism. Two films were presented and discussed at the second meeting; and at the third meeting a member of the U. S. Department of State explained communist strategy in relation to two other films. The final meeting was devoted to a summary and a discussion of some of the communist illusions and American realities.

Through an opinionnaire, 283 of the 285 respondents expressed the opinion that the public schools at some appropriate grade level should inform their pupils about communism. Ninety-eight per cent of the respondents held the view that all teachers should be informed about the meaning of communism, the goals of the communists, and the threat that communism presents to a free world. Of the 285 respondents, 234 favored giving informal instruction in this area in the elementary grades; almost all respondents indicated such instruction should definitely be given at junior and senior high school levels.

One hundred seventy-three indicated that instruction *re* communism should be provided through a unit of study in an existing social studies class; 97 favored an additional course.

In view of these four seminars, the results of the opinionnaire, and considerable study on the part of the Wilson Board of Education, the following policy was adopted:

1. As early as feasible, preferably during the second semester of the 1961-62 school year, and thereafter during each succeeding school year, an organized and comprehensive unit of instruction on the nature, goals, principles, strategy,

NCTE Picks Outstanding Students in English

Eleven outstanding North Carolina students of English have been cited for excellence in writing performance and literary awareness by the National Council of Teachers of English.

These eleven young people were among 870 students chosen from the nation at large for the 1961 Achievement Awards competition conducted by the NCTE. In addition to the eleven winners, seven runners-up were selected from the schools of this State.

Names of the winners are as follows: Karen Odell Austin, High Point; Gay Carol Bagby, Lumberton; Sue Gray Kelly, Tabor City; Linda Allison Leftwick, Cullowhee; Jenet Chadwick McIver, North Wilkesboro; Doris Ann Morgan, Lexington; Jill Hudson Salinger, Durham; William McCorkle Smith, Granite Falls; John Dent Summers, Hickory; William Harvey Usery, Bayboro; and Mary Hazel Willis, Hickory.

Runners-up include: Nancy Bird Berger, Louisburg; Mary Ellen Guffy, Norwood; Linda Faye Jones, Wilkesboro; Sheryl Melody Key, Charlotte; Rene Parks Lanier, Lenoir; Julian Lee Lokey, Batner; and Mary Ellen Robinson, Hickory.

tactics, and effects of communism as it actually operates in the world today shall be taught within the presently required American History course;

2. All teachers in the city system should make a special effort to become informed about communism and be able to provide authentic answers to questions that may arise at any grade level;
3. Teachers in the Wilson city system day by day, in all classrooms and at all grade levels, should strive to help all pupils to acquire the information, understandings, attitudes, appreciations, and skills needed for intelligent participation as citizens in our American democracy;
4. The superintendent is hereby authorized to purchase the instructional materials that he deems necessary in order to implement policy No. 6142.2;

Junior High Schools Pose Problems For Architects

The junior high school, long a problem child of educators, is also taxing the abilities of architects.

Architectural Record, a professional magazine, reports that educators are turning increasingly to architects for help in creating the correct educational climate for the so-called "middle school."

Robert H. Anderson of Harvard University's Graduate School of Education, writing in the architectural magazine, stresses the need for cooperation between the two professions in planning for the "pathetic problems and divine potential" of the early-adolescent.

"The curriculum worker must help give the program a viable form, the administrator must help make human interplay possible, and the architect must conceive a fluid and appropriate setting," he writes.

"The climate of the building, and perhaps especially the climate of a junior high school," he adds, "is in many ways as important as what is taught."

Anderson points out that the physical environment is a major force in shaping the atmosphere of the school as children perceive it. The physical environment, he notes, must be coordinated with the social and intellectual aspects to create the correct, overall middle school climate.

5. Copies of this policy statement shall be distributed to all of the professional personnel in the Wilson City Schools and shall be made available to other interested parties.

In commenting on this recently adopted policy, Superintendent Willard stated:

"The Wilson City Board of Education has avoided any high pressure or emotional approach to this sensitive area of policy making and is not identified with any of the anti-communism organizations now functioning within the United States. We intend to provide 'quality control' in implementing the Board policy. We will want to establish reasonable objectives for the unit of instruction and will want to know that our history teachers are prepared to deal with the new unit. It is my hope that our curriculum guide and bibliography may be completed within the next two months. Most of our preparation must be original, since so few guidelines are available."

Fourth Counseling and Guidance Institute To Be Held at N. C. State, June 11-July 20

North Carolina State College will conduct its fourth NDEA Counseling and Guidance Institute June 11 through July 20. Dr. Charles G. Morehead, associate professor in the college's Department of Occupational Information and Guidance, will serve as director of the Institute.

The Institute, which is designed for advanced school counselors, will offer four graduate courses for experienced counselors who are in need of special purpose and refresher training. Each of the 30 enrollees will take two of the four courses: "Theories of Intelligence and Its Measurement" with laboratory in "Individual Testing," and "Research Methodology and Statistics" with laboratory in "Research and Statistical Projects in Guidance."

Special lectures by outstanding professional leaders in testing and research will be scheduled in an effort to reinforce and enhance the Institute program. One of the visiting lecturers in testing will be Dr. David Wechsler, author of the well-known individual tests of mental ability, the Wechsler Adult Intelligence Scale and Wechsler Intelligence Scale for Children.

An effort will be made to select full-time counselors who plan to remain in their field of work. Each enrollee must have had 30 semester hours or more of professional preparation, at least 18 hours in counselor education courses and 12 hours in related areas.

A statement will be required from each applicant's principal and superintendent indicating that he plans to assign the applicant as a full-time counselor during the 1962-63 academic year. A score on the Miller Analogies Test or the Aptitude Test of the Graduate Record Examination will be used to provide additional information to the selection committee in the consideration of applicants.

Public school counselors attending the Institute will receive stipends of \$450 for the six-weeks term plus \$90 for each dependent. Classes will be held in the new circular classroom building, Harrelson Hall, which is completely air-conditioned.

Institute application forms will be sent upon request. Interested counselors should write to Dr. Charles G. Morehead, Director of Counseling and Guidance Institute, Department of Occupational Information and Guidance, School of Education, North Carolina State College, Raleigh.

A Good Elementary School

- Defines its role in the local community in the context of the home, other agencies and institutions in the community, and the specific conditions of the community.
- Reflects the belief that the family is the basic unit of our society.
- Reflects the society's belief in the worth and integrity of every individual.
- Strives to provide equal educational opportunity for individual children and youth, recognizing both similarities and differences.
- Plans a curriculum which initiates learning in keeping with known laws of child growth and development, and thereafter provides each individual with opportunities for continuity in his learning.
- Plans curriculum experiences broadly to provide challenging learning opportunities for all children in all important areas of growth.
- Helps children and youth develop intellectually, emotionally, socially, physically, and spiritually toward enabling them to function capably in their personal and social lives at home, in the community, and in the world at large.
- Discovers and nurtures the gifts and talents of all its children in whatever lines these attributes appear.
- Seeks to discover and nurture creativity in every line of development.
- Carries forward the significant learnings and values of our society.
- Provides experiences to help children learn to function intelligently as members of a free democratic society.
- Fosters diversity of achievements among children.
- Keeps up-to-date in content and in methods of teaching.
- Facilitates in its organization, quality in the education of all children.
- Provides kindergarten education.
- Offers a strategic point at which to detect incipient needs and problems of children.
- Seeks, through research activities, constantly to improve its ways of dealing with children. Followup, 1960 White House Conference.

ASTC To Hold Workshops

Twenty-three two-week workshops will be offered to graduate students at Appalachian State Teachers College this summer, announces Dr. James E. Stone, summer sessions director.

The first two-week term workshops (June 18-June 29) will be:

Art Education, Teaching Reading, Teaching by Television, Student Teaching, English Workshop, Elementary School Science, and Industrial Contemporary Finishing.

The second two-week term workshops (July 2-July 13) will be:

Radiation and General Effects, Junior High School Curriculum, Programmed Instruction, Elementary School Mathematics, Instrumental Music, and International Relations.

The third two-week term workshops (July 16-July 27) will be:

Art Education, Materials, Methods, Equipment in Business Education, Children's Literature, Elementary Education, and Problems in Public School Administration.

The fourth two-week term workshops (July 30-August 10) will be:

Teaching Reading, Audio-Visual Materials and Techniques, Folk Arts of the Appalachian Mountain People, High School Mathematics, and Music Education.

ASTC Produces Two Films Concerning College Life

Appalachian State Teachers College can be seen in action in two documentary films produced by the college. These 30-minute color movies, "This is Appalachian" and "Appalachian: Alma Mater in the Hills," are available to the public without charge. They may be borrowed for showings by writing to Alumni Office, Appalachian State Teachers College, Boone, N. C.

The films, 16 mm and in sound and color, depict the college's program of preparing teachers. Scenes include classroom activities, sports, extra-curricular participations, and striking views of the Blue Ridge Mountains.

"Appalachian: Alma Mater in the Hills," tells the story of a high school English teacher and his wife making their first return visit to the Boone campus as alumni of the college. "This is Appalachian" tells the story from the time a student enters college until he graduates, and might profitably be used for showing to high school seniors as part of their college guidance program.

D. B. Dougherty, vice president of ASTC, was chairman of the committee which produced the film.

Bomar Works on Legislative Committee To Improve Libraries Throughout Nation

Cora Paul Bomar, supervisor of school library services in the Department of Public Instruction, attended the winter meeting of the Committee on Legislation of the American Library Association, in Washington early in January. At this meeting, legislative prospects at the national level relative to the general field of education and to library services in particular were explored, with representatives from Health, Education, and Welfare in attendance along with representatives from the U. S. Office of Education.

Emerson Greenaway, director of the Philadelphia Free Public Library, serves as chairman of the seven-man committee, on which Miss Bomar is the sole representative from the school library field. During the conference, Miss Bomar was made chairman of the sub-committee on "school library legislation." Sub-committees were also formed relative to college library legislation and public library legislation.

"Long range goals for total library services were also explored during the conference," according to Miss Bomar, "and plans are under way to have a meeting with President Kennedy later in the spring relative to this vital matter."

Indicating that the climate for library legislation is definitely good, Miss Bomar stated that the President is interested in proposing "special projects for improving the quality of education at the elementary and secondary levels." "Needless to say," she added, "this conference—with its overtones of confidence, optimism, and determination—was one of the most stimulating I have ever attended."

Communication Workshops Planned for Six Areas

Six regional communication workshops, sponsored by the North Carolina Committee on Newer Educational Media, are being held throughout the State during the 1961-62 school year, according to Paul Flynn, consultant in audio-visual education for the State Department of Public Instruction.

The first of these conferences was held in Boone, November 2. The second will be held in Greenville, January 18. Other centers include Fayetteville, February 8; Durham, March 8; Cullowhee, April 21; and Charlotte, date to be announced.

These one-day conferences will include a superintendent plus three other representatives from each administrative unit in the six regions. Other representatives may include supervisors, principals, and audio-visual coordinators. Chief purpose of these workshops will be to acquaint educators — through lectures, demonstrations, and participation — of possible uses of many of the newer media in instruction for the purpose of improving communication in the classroom.

Nile F. Hunt, director of the division of instructional services in the SDPI, is serving as chairman of the North Carolina committee on new educational media. Flynn is also on this committee, whose membership is composed of representatives from various professional organizations and who were selected by the audio-visual department of the NEA.

What Is An Education Worth?

Average lifetime earnings, age 25 to 64:

With 4 years or more of college	\$366,990
With 1-3 years of college	269,105
With 4 years of high school	215,487
With 1-3 years of high school	175,779
With 8 years of elementary school	149,687
With less than 8 years of elementary school	106,449

(Figures based on 1958 data, U. S. Department of Labor)

Valentine Coordinates Industrial Education

Ivan E. Valentine began duties on January 1, 1962, in the new position of coordinator of industrial education centers in the division of vocational education. He will coordinate the training and equipment programs for the 20 industrial education centers in the State and activities of the vocational materials laboratory.

Prior to taking this position with the State Department of Public Instruction, Mr. Valentine was director of the Burlington-Alamance County Industrial Education Center at Burlington. He started the program there on January 1, 1959, and opened the first classes in September, 1959.

Mr. Valentine received his bachelor of science degree in industrial education from South Dakota State College, Brookings, S. D., in 1950. He earned the master of science degree in administration and supervision of vocational and technical education in 1957 at Colorado State University, Fort Collins, after several years of summer studies there. He also has done graduate work in his field at Cornell University, Ithaca, New York. He was a partner in plumbing and heating business at Coleman, S. D., from 1945 to 1948 after four years service in the Marine Corps during World War II. He was an apprentice machinist with Lockheed Aircraft Corporation, Burbank, California, in 1940 and 1941. And worked with consulting engineers in civil engineering and construction, planning, preparing specifications, supervising construction, and inspecting, in summers between school terms, from 1948 through 1955.

Mr. Valentine was born at Egan, S. D., in 1922. In 1945 he married the former Mary M. O'Meara of Lexington, Nebraska, and they have two children, Timothy, age 4, and Kevin Mark, age 16 months.

PQ...

A high intelligence quotient does not necessarily mean high achievement. In fact, a student with average IQ, but high PQ—Persistence Quotient—often lands at the head of his class.

What is PQ? It is defined as follows:

The student

- is willing to work without coercion
- is a competitive person with a strong desire to excel in the group
- is competent in reading skills
- has good study habits
- turns in work regularly and on time
- is responsible for make-up work
- has a goal in mind
- is consistent in school attendance
- adjusts his behavior to school expectancies
- develops the ability to listen
- is full of energy and activity
- gets academic incentive from his parents

The Attorney General Rules . . .

Legal Expenditures From Capital Reserve Fund

In reply to your recent inquiry: You state that pursuant to G.S. 115-80.1 (Vol. 3-A of the General Statutes—Replacement, 1960) there has been created a capital reserve fund for the benefit of the _____ County Board of Education and that this fund now consists of about \$10,000.

The Board of County Commissioners desires to construct on land owned by the County an office building in which there will be, among other offices, sufficient office space for the County Superintendent of Schools and the County Board of Education. The County will pay more than one-half of this cost from the general fund, and the County Commissioners and the Board of Education have agreed that the funds in the capital reserve fund may be spent as a part of the cost of the office building in order to provide space for the school offices I have mentioned above.

You inquire of this office if the application of the capital reserve fund on the expenses of constructing and equipping the office building would be legal and proper under present law.

If the building concerned was a regular school building for the purposes of instruction and for educational purposes only, then I would say that the building would have to be on a site owned in fee simple by the School Board (G.S. 115-131). However, this an office building and it is the duty of the various boards of education to provide the superintendent of schools with an appropriate office (G.S. 115-40). Likewise, I do not have to cite authority for the proposition that a county board of education has the legal right to provide itself with an office for school purposes. I am of the opinion that the appropriation of the capital reserve fund is a legitimate and proper capital outlay expenditure as provided by the School Law; therefore, your Board of Education has the legal right to expend the funds in question for such purpose. The Board of County Commissioners, however, should execute a legal and valid lease in favor of the County Board of Education which will guarantee and secure to the Board of Education the right to use such offices, and it is upon the condition of the execution of such a lease or other legal document which guarantees the use of the office space that this opinion and approval is given.—Attorney General, November 29, 1961.

Public Schools; Keeping Pupil after School Hours as Form of Punishment Resulting in Denying Pupil Transportation to his Home on School Bus.

In reply to your recent inquiry: You state that a high school student was kept in after school hours for one-half hour as punishment for misbehaving in school. The father has threatened to bring suit against the school board because the principal of the school did not allow his son to ride the school bus home on the afternoon that he was kept in school after hours for misconduct.

You inquire of this office whether or not the authorities of the school have the legal right to keep a student in after school as punishment, and, therefore, deny the child transportation to his home on the school bus.

With reference to correction and punishment we think the following fundamental principles have been established:

"1. It shall be the duty of all teachers to maintain good order and discipline in their respective schools. . . . G.S. 115-146.

"2. The teacher is entitled to use such means for the purpose of correction and discipline as in his judgment (are) required under the circumstances, provided that he neither act(s) from malice nor inflict(s) permanent injury. *Drum v. Miller*, 135 N.C. 204, 215 (1904). See also: *State v. Pendergrass*, 19 N.C. 365 (1837); and *State v. Long*, 117 N.C. 791 (1895).

"3. The detention or keeping in of pupils for a short time after the rest of the class has been dismissed or the school has closed, as a penalty for misconduct, has been very generally adopted . . . and is now one of the recognized methods of enforcing discipline. 47 Am. Jur., Schools, Sec. 176, p. 429 (1943).

"4. Schools to be effective and fulfill the purposes for which they are intended must be operated in an orderly manner. Machinery to that end must be provided. Reasonable rules and regulations must be adopted. The right to attend school and claim the benefits afforded by the public school system is the right to attend subject to all lawful rules and regulations prescribed for the government thereof. *Coggins v.*

Board of Education, 223 N.C. 763, 767 (1943)."

It would seem that school bus transportation is one of "the benefits afforded by the public school system" and that it is "subject to all lawful rules and regulations" of the school. Thus, it would seem that a student desiring to ride on the bus must abide by the conduct rules of his classroom to the end that he not be required to stay in after school and thereby miss his bus. Likewise, the misbehaving student would have to suffer the consequences of his misbehavior, one consequence being that he would miss his ride home.

Accordingly, if the punishment is inflicted in good faith and with proper motive, it would seem that a child could be required to stay in after school even after his bus has departed.

The question of reasonableness, however, would seem to be determinative. It might be best, especially if the student is in the lower grades, to give a bus student and his parents a day's notice prior to his punishment so that they might arrange other transportation for the child or make arrangements for him to remain in town overnight. We are of the opinion, therefore, that such correction or punishment may be inflicted but that the test of reasonableness would require a day's notice to the pupil's parents so they may arrange for other transportation or for accommodations for such pupil.—Attorney General, December 20, 1961.

Double Office Holding; Chief of Police and School Committeeman; Substitute Mail Carrier and School Committeeman.

In reply to your recent inquiry: In your letter of October 5, 1961, you refer to a letter under date of March 21, 1961, with reference to double office holding by a mayor who does not receive a salary and a mayor who does receive a salary. I have checked our records and can find no such letter written by this office. Regardless of this, it would make no difference whether the mayor served with or without salary as he is still a holder of two public offices.

In your letter of October 5, 1961, you pose two questions, which are as follows: "If a Chief of Police of a town can serve as a school committeeman? Can a substitute mail carrier serve as a school committeeman?"

(Continued on page 16)

LOOKING BACK

Five Years Ago

(N. C. Public School Bulletin, February, 1957)
State Superintendent Charles F. Carroll was named recently by the Southern Regional Education Board to its Advisory Council for Exceptional Children.

George D. Maddrey, adviser in safety education, was married to Miss Marjorie A. Thomas of Norfolk, January 19.

Ten Years Ago

(N. C. Public School Bulletin, February, 1952)
The State's enrollment in higher educational institutions dropped from 44,836 last year to this year's enrollment of 40,739, or 9.1%, according to figures recently compiled by Dr. James E. Hillman, Secretary of the North Carolina College Conference.

The budget for the current year for the vocational education program amounts to \$4,836,950. This includes funds from all sources—State, Federal, and local.

Fifteen Years Ago

(N. C. Public School Bulletin, February, 1947)
Appearing before the Joint Appropriations Committee of the General Assembly now in session on January 23, Clyde A. Erwin and Paul A. Reid, secretary and controller, respectively, of the State Board of Education, requested additional funds not recommended by the Advisory Budget Commission with which to employ attendance officers, supervisors of instruction, health educators, and Directors of Attendance and Special Education for the State administrative offices.

Twenty Years Ago

(N. C. Public School Bulletin, February, 1942)
The **Twelve Year Program** study, which has been in the process for the past several months by committees appointed in accordance with the law, has now been issued in mimeograph form as an experimental edition.

All the school children and teachers of Duplin have bought either Defense Stamps or Bonds, a total of \$12,000, it is reported by Superintendent O. P. Johnson.

Twenty-five Years Ago

(N. C. Public School Bulletin, February, 1937)
The State lost one of its outstanding educators in the death of Superintendent T. Wingate Andrews of the High Point City Schools.

Statistical information (1933-34)
Expenditures for all
public education \$ 27,723,130
Value of school property ... 107,080,903
Value for pupil enrolled ... 120.00
Rank among states 40

Foreign Schoolmen Observe Science Teaching in State

Seven educators from four foreign countries visited numerous local school units across North Carolina to observe science courses, January 3 through February 8. They were high school science teachers or administrators from Japan, Iran, Cyprus, and Singapore, in the United States under a Fulbright grant.

The visitors and their assigned school units were: Takanori Fujimoto, Japan, to Chapel Hill; Rokuro Nagatsu, Japan, to Charlotte-Mecklenburg; Kaihosrow Kiany Yazdy, Iran, to Raleigh; Hidekichi Hasegawa, Japan, to Greensboro; Emir Ali Bashar, Cyprus, to Wilmington; Yew Chong S'ng, Singapore, to Winston-Salem; and Junazburo Wada, Japan, to Burlington.

On Thursday, January 4, the seven men met with the State Board of Education, in Raleigh.

Attorney General

You are hereby advised that the office of chief of police of a town, the office of substitute mail carrier, and the office of a school committeeman are all public offices within the meaning of Article XIV, Section 7, of the Constitution of North Carolina, which prohibits double office holding, and one person may not hold any combination of these offices at the same time.—Attorney General, October 9, 1961.

Education; Public Schools; School Committeemen; Employment of Members of Their Immediate Families.

You inquire if it is legal for school committeemen to employ members of their immediate families as regular employees of the school.

I have examined the School Laws very closely on this subject, and I am unable to find any law which prohibits any school committeemen from employing their relatives in public school service.

The eligibility and duties of committeemen will be found in Article 7 of Chapter 115 of the General Statutes. A school committeeman may not be a teacher in a public school nor in a private school nor may he serve as a member of any county or city board of education. A school committeeman may not serve as an employee of the school nor may he hold any other office. I find nothing, however, that relates to his relatives or that prohibits any committeeman from voting for the employment of his wife or any other relative in public school service.—Attorney General, November 20, 1961.

MAKING TODAY'S NEWS

Wayne. The Wayne County Board of Education has voted to request the State Department of Education to study the proposed consolidation of Rosewood High School west of Goldsboro with new Charles B. Aycock School in northern Wayne County. *Raleigh News and Observer*, January 4, 1962.

Forsyth. A summer school for children in the Forsyth County system may be opened next summer for the first time in several years. *Winston-Salem Sentinel*, December 29, 1961.

Yadkin. Yadkin County voters likely will be asked to approve a bond issue of about \$1.6 million to finance high school consolidation. *Winston-Salem Journal*, December 30, 1961.

Davidson. Requests totaling \$8,072,499.08 for building needs proposals of three school units within Davidson County were placed before the county commissioners here this morning. *The Dispatch*, January 2, 1962.

Northampton. The Northampton County Board of Education voted yesterday to turn over insurance on its properties to the Division of Insurance of the State Board of Education. *The Daily Herald*, January 3, 1962.

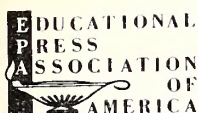
Lee. The Lee County Board of Education Tuesday voted to offer agriculture-related courses at the Industrial Education Center, especially for farmers. *The Herald*, January 3, 1962.

Wake. Wake County Commissioners voted today to sell the remaining \$2,100,000 from the school bond issue which was passed in 1959. *Raleigh Times*, January 8, 1962.

Guilford. Guilford County's Board of Education composed of five Democrats, today unanimously recommended that all boards of education in North Carolina be elected on a non-partisan basis. *Greensboro Record*, January 6, 1962.

Winston-Salem. City and county school officials were asked yesterday for their frank opinions on whether consolidation of the systems should be pursued or dropped. *Winston-Salem Journal*, January 4, 1962.

Charlotte-Mecklenburg. The Board of Education awarded contracts totaling \$978,994 Tuesday for construction of an air-conditioned Negro junior high school on Statesville Road in Lincoln Heights section. *Charlotte Observer*, January 24, 1962.



BULLETIN

MARCH, 1962

RALEIGH, NORTH CAROLINA

VOL. XXVI, NO. 7

MARJORIE BEAL
LIBRARY COMM
SH N C

School Improvements Resulting From Support By Legislature and Localities Are Reported

"All over North Carolina, better educational opportunities are being provided," the report of a survey of county and city superintendents and members of the North Carolina Citizens Committee for Better Schools, says. The report was published by the Department of Curriculum Study and Research, State Board of Education, on February 22, in six pages. It finds "Significant improvement is already taking place in the public schools in North Carolina as a result of increased financial support provided by the 1961 General Assembly and increased local interest and support.

"At the same time," the report continues, "the fact that 47 per cent of the State Citizens Committee members reported that their counties' opposition to taxes still outweighs commitment to better schools, or the outcome of this decision remains uncertain, should make us realize the vital importance of letting people know what improvements are taking place."

Areas of improvement as ranked by county and city superintendents were much alike. County superintendents most frequently reported improvement of libraries and library services, and city superintendents put this in second place behind improved clerical services. Combined rankings by the county and city superintendents of improved areas are, from the top ranking downward: library and library services; clerical services; teacher morale; instructional supplies; extra courses provided; reduction of class size and teacher load. Next in order under improvements observed this year are: special education classes (for handicapped, homebound, and other pupils with special needs); and concentration on the job of education (related to improved clerical services and other support of instruction). They also report in order: longer school day for teachers; principals freed of classroom teaching duties; guidance services; improved supply of teachers; more cooperative community spirit; more serious study by students. Then, following in order of frequency reported by the superintendents, are: in-service education courses for teachers; better janitor service; improved supervision by supervisors; evaluation studies made in schools; and better general administration and the addition of assistant superintendents.

Bringing up the end of the superintendents' list of improvements during the current year that are attributed to increased State and local support of education are: more teachers teaching in the fields they were mainly trained for; and more grouping of students according to ability made possible.

Not all schools found improvements in all these areas this year, the report shows. However, 85 per cent of county superintendents and 71 per cent of city superintendents listed improvements in their libraries and library services, the top ranking item. Only 22 per cent of county superintendents and 14 per cent of city superintendents found improvements during the current year in ability grouping of students, which is the lowest ranking item on the survey.

Nearly all public schools are covered by the survey. The total number of county superintendents or city-county superintendents is 100; of these 95 replied. The total number of city superintendents is 73; of these 69 replied. Of 105 members of the North Carolina Citizens Committee for Better Education who were polled, 67 replied.

The Citizens Committee members rated improvements observed this year quite differently from the county and city superintendents. The report points out that "Citizens Committee members are in a better position to observe changes that can be seen from the outside, such as improvements in student attitude and work habits. Superintendents are in a better position to see improvement in such things as library and library services, extra courses provided, reduction of class size and teacher load, and concentration on the job of education."

Ninety-one per cent of the Citizens Committee members replying name teacher morale improvement, making it their most frequently reported item. Next in frequency they rate improved instructional supplies, named by 90 per cent of those replying. Other improvements they report are ranked: clerical services; longer school day for teachers; evaluation studies made in the schools; guidance services; more cooperative community spirit; in-service education courses for teachers; and improved supervision by supervisors. They also find: better janitor service; principals freed from teaching duties; teachers teaching in their field; re-

College Enrollments Hit All Time High in Fall '61

Enrollment of full and part-time college students increased this fall for the 10th consecutive year to an all-time high of 3,891,000, the U. S. Office of Education has reported. This exceeded by 7.8 per cent the previous record of 3,610,000 set in the fall of 1960.

The number of students enrolled for the first time in college rose to 1,026,000, a jump of 10.4 per cent over the fall of 1960.

The 1961 fall enrollees included 2,424,000 men and 1,467,000 women compared with 2,271,000 men and 1,339,000 women in the fall of 1960. The percentage increase for men was 6.8; for women it was 9.5.

Of the first-time enrollees this fall 596,000 were men and 430,000, or 41.9 per cent, were women. In the fall of 1960, 543,000 of the new enrollees were men and 387,000, or 41.6 per cent, were women.

The survey included only degree-credit students—those whose current program consists principally or wholly of work leading toward a bachelor's degree or higher. Reported enrollments include both resident and extension degree-credit students, full and part-time, studying either in the day or in the evening.

duction in class size and teacher load; and concentration on the job of education. Bringing up the end of the Citizens Committee rankings of improvements are: special education classes; libraries and library services; ability grouping of students; extra courses; and, in last place, better general administration and adding of assistant superintendents, reported by 27 per cent of the committee members polled.

Major school needs that have not been met were most often mentioned by superintendents and Citizens Committee members in the following combined ranking (not listed by per cent): additional school personnel to reduce class size and provided more librarians, etc.; help for the local school unit in providing school buildings and equipment; more consolidation of small high schools; and continued improvements in the curriculum for children of all levels of ability.

From contemplation one may become wise, but knowledge comes only from study.—A. Edward Newton.

All children learn when they are taught. — Dr. Helen Mockintosh, U. S. Office of Education.

In education there is nothing so unequal as the equal treatment of unequals. — Charles E. Bish, National Education Association.

The most dangerous control in existence is that exerted by poverty. —Sam M. Lambert, National Education Association.

There is only one subject-matter for education, and that is Life in all its manifestations. — Alfred North Whitehead.

Nothing is more costly to a people than inferior education.—Governor Colgate W. Darden, Jr., Virginia.

The world of tomorrow will not be managed by failures. Neither will it be run by a generation of uneducated thinkers.—Dr. John A. Hunter, President-elect Louisiana State University.

Truth is evident all about that we can't afford to fail to provide that educational opportunity which is the rightful heritage of every North Carolina boy and girl.—Holt McPherson, editor, High Point Enterprise.

Education does not mean teaching people what they do not know. It means teaching them to behave as they do not behave. It is not teaching youth the shapes of letters and the tricks of numbers and then leaving them to turn their arithmetic to roguery and their literature to lust. It means, on the contrary, training them into the perfect exercise and kingly continence of their bodies and souls. — John Ruskin.

Superintendent Carroll Says . . .

(Excerpts from address at Kiwanis Club luncheon, High Point, January 26, 1962.)

In recent months much has been done in North Carolina to impress students as well as the public in general with the importance of taking education more seriously:

- The teaching day has fewer interruptions than at any time in recent years, leaving more and more time for teachers to teach.
- Class periods and school days have been extended.
- The academic year has been lengthened, thereby permitting more time for pre-planning, more time for teaching, and more time for constructive evaluation.
- Additional subjects are being introduced into the curriculum.
- Graduation requirements have been strengthened.
- Subjects are being made tougher.
- Homework is becoming heavier.
- There is greater balance between curricular and extra-curricular activities.
- The three R's are getting a thorough workout.
- Emphasis in North Carolina and throughout the nation, especially in view of the provisions of the National Defense Education Act, is being placed on mathematics, science, modern foreign languages, testing, and guidance.
- Local communities are studying and modifying their curricula with more concerted, intelligent effort than at any time previously.
- Studies are under way at State level relative to teacher merit.
- Would-be teachers by the hundreds are being assisted through our scholarship loan fund.
- Guidelines for improving the quality of our teacher preparation programs in all colleges in the State are now in preparation.
- Improved standards for accrediting schools are currently being formulated.
- Facilities are rapidly becoming better, but not rapidly enough.
- Teaching aids and instructional materials are more adequate and abundant than ever before.
- Additional teachers, librarians, and counselors are affording greater opportunity than ever for quality in the instructional program.
- Increased salaries for teachers, principals, supervisors, and superintendents have stimulated many of our 42,000 professional personnel to do a better job than has yet been done.

Wherever one goes he hears much about enrichment, acceleration, homogeneous grouping, and experiences especially designed for the academically talented. . . . In North Carolina and throughout the rest of the nation, society is constantly taking a new look at its schools in an effort to be certain that they are increasingly preparing students for individual self-fulfillment as well as for national security. As educators and laymen we are testing our convictions about education; we are deciding what the essentials are; we are finding improved ways of working together and exploring new ideas; we are saluting good teachers; and we are beginning to pay the price for excellence. This widespread interest in better schools in High Point, in other portions of North Carolina, and throughout the nation, is one of the most wholesome characteristics of these perilous days.

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CHARLES F. CARROLL
State Supt. of Public Instruction
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L. H. JOBE, J. E. MILLER,
V. M. MULHOLLAND, RONALD E. WARE
March, 1962

An Individual Matter

Learning is forever an individual matter, irrespective of pupils' abilities, interests, needs, and future aspirations. *Learning is an individual matter*, irrespective of grouping practices, guidance services, testing services, and promotion policies. *Learning is an individual matter*, irrespective of motivational techniques, methods of teaching, instructional aids, and evaluation procedures. There is no alternative: Research has clearly demonstrated that each individual interprets for himself and that he learns in terms of his needs, his background, and his purposes.

That individual learning is affected by the above factors is indisputable. Innate ability determines to a great extent the degree to which a pupil comprehends, appreciates, interprets, and utilizes the materials and experiences with which he comes in contact. Interest and purpose, as psychologists have proclaimed for years, are all-powerful determinants in the learning process. And so it goes! Motivational techniques, availability of instructional materials, teacher-pupil relationships, acceptance by the group and by one's self, plus an atmosphere for achievement — all these factors and others constitute a constellation of forces which must be reckoned with as teachers seek to improve the teaching-learning situation in each classroom.

It is imperative, therefore, that teachers recognize with renewed appreciation the importance of the individual approach to self-fulfillment. Experiences, whether in the classroom through lectures, experiments, projects, panels, and the like, or in out-of-class activities, such as homework, field trips, interviews, and cultural events, must have relevance and personal meaning to each pupil before education can be of maximum value.

Identical assignments cannot be expected to have significant meaning for all pupils; following a particular pattern of grouping cannot guarantee an understanding of purposes on the part of all pupils; nor does a certain specific selection of

courses provide the best preparation for college or for post-school employment.

Attaining the best of which one is capable demands that planning and counseling be cooperative and personal in terms of each pupil; that schedule-making become individualized; that classroom instruction become meaningful for every student; and that out-of-class experiences be intimately related to self-accepted purposes.

The anticipated renaissance in educational improvements depends primarily on the degree to which learning becomes personalized and of individual significance.

How Counselors Work

The growth of counseling services in the public schools, and the growing recognition of needs of students for guidance toward systematic approaches to accomplishing their studies, planning their courses, and investigating career opportunities, has stimulated interest in how counselors work. The beginning of the answer is that counselors systematically lead students as individuals and groups to gather and evaluate information and solve their own problems in education, in career planning, and in related fields. They organize the guidance resources of the school and community to furnish information that students need.

Counselors systematize what formerly were hit-or-miss methods of busy teachers and administrators who desired to help students plan for themselves but who had small resources and prior responsibilities. The increasing need for counseling is being met by providing more full-time counselors and more part-time teacher-counselors especially trained for the work. Causes of the growing need are many: increasing complexity of career fields and growing importance of education in earning a livelihood, with a corresponding growth in complexity of curricula in high school and beyond high school, and a rapidly increasing availability of good and inexpensive information that students need.

A remarkably happy harmony exists among most counselors and other educators on main aims, principles, and procedures of counseling. Generally they recognize the aim, in simplest terms, as "helping students to help themselves"; they concur that students need information for course and career planning; they agree that properly counselors do not advise but rather make information available and recommend systematic approach and realistic evaluation in relation to scholastic and vocational opportunities that can reasonably be expected to be attainable for the individual students.

Counselors as a group cultivate a simple approach and clear language that students understand. Instead of advising, counselors say, they counsel. They do not tell a student what he ought to do; rather they help him to find what he needs to know to decide what he ought to do. In performing this service, they enlist cooperation of teachers and administrators in their schools and of parents and others concerned with youth development in their communities, so that a program helpful to the students, school, and community may be performed.

Imperative, Not Optional

Administrators, teachers, and members of the lay public—all of whom desire better education for the youth of the State—must agree on at least one fundamental premise before the goals of the school can be reached: Progress demands change!

The concept of change should not be frightening to those who plan for better schools on the basis of sound objectives. Nor should it be assumed that change in and of itself will be the panacea for which many are looking.

For understandable reasons, the concept of educational change is to some frightening, distasteful, and frustrating. Those who are satisfied with what is now being done are usually opposed to change; those who have found little time to analyze accomplishments in terms of objectives usually feel no need for change; those who are timid are seldom eager for change; and those for whom experimentation is taboo usually avoid change.

(Continued on page 4)

Proffitt Prepares Guidelines for Merit Study For Two Pilot Centers in State

Thirteen guidelines relative to merit study in North Carolina, prepared by Dr. Brank Proffitt, director of the North Carolina Study, especially for the pilot centers in the State are of much interest to teachers, administrators, and laymen throughout the entire State. Two pilot centers for the merit study experiment have been selected: Gastonia and Rowan County.

"These guidelines," according to Proffitt, "have grown out of recent study of the literature on merit rating, on-the-spot surveys of several of the most frequently mentioned merit salary programs now operating in various sections of the country, and personal

conferences with key people in several states which have worked with merit programs at the state or local level."

The guidelines prepared for the North Carolina centers are as follows:

1. It is obvious that a merit program cannot be separated from the context of over-all personnel administration in the school system.
2. The purpose of a merit program is to improve instruction.
3. A merit program will cost more money.
4. There is no one merit plan which is clearly superior to all others.
5. Morale among school personnel is a complex of many factors and is not necessarily a product of salary programming.
6. It is of utmost importance that any merit program be based on high ethical standards and a well-developed sense of objectivity.
7. The extent to which qualitative elements in teaching can be identified, recognized, and rewarded is ultimately dependent on expert professional judgment.
8. More and more, teachers are insisting that evaluation be based on the teacher's performance at school.
9. Teachers are judging criteria for evaluation more critically, as interest in merit programs grows, questioning whether such criteria emphasize the highly significant, often hard-to-evaluate elements in teaching, rather than the superficial, easily observable, less important aspects.
10. Research in the field of education rely on the social sciences of its techniques and procedures.
11. Much study needs to be given to the desirability and feasibility of further job differentiation in teaching.
12. In a merit salary program, merit increments should be sufficiently large to furnish a real incentive and to justify a careful, systematic evaluative process.
13. There is no reason to jump to the conclusion that teachers will not accept any kind of merit program; on the contrary, it is evident that teachers are likely to be reasonable in their attitudes about such a program if it has been soundly conceived and procedures well-defined.

Imperative, Not Optional

(Continued from page 3)

Though self-satisfaction, lack of objective information, timidity, and unwillingness to experiment intelligently are obstacles to progress, educators and laymen must agree that moving forward makes change mandatory, not optional.

Change need not be sudden, dramatic, or extreme. It may, in many instances, involve doing better what is already being attempted. Even this decision is a change of attitude! Change, on the other hand, may involve the more obvious; grouping practices may need revising; efforts to correlate learning experiences in several subject-matter areas may be worth exploring; teaching methods may need restudy; use of materials may need further analysis; and, most important, educational experiences may need to be thoroughly investigated in terms of whether these experiences are actually learning experiences.

Change can no longer be bypassed by those who take education seriously. New attitudes on the part of teachers, parents, and/or pupils may be the major change which is needed in certain situations; and, indeed, this itself would bring about an educational renaissance. On the other hand, changes more obvious in nature but of less significance might be appropriate. Better educational opportunities are inescapably linked with a willingness to make changes!

Number Births Increase

Births in North Carolina increased from 110,063 in 1960 to 112,216, according to figures released recently by the State Board of Health. Live births, the report shows, increased 2,153 in 1961 over the number in 1960.

Brightwood Faculty Set Forth Ideals for 1962

A statement of belief concerning elementary schools, adopted by the Brightwood (Guilford County, Stanley J. Protas, principal) faculty for 1962 follows:

- The school must give each child a feeling of security. A climate of faith and confidence in pupils must prevail.
- The school must develop a sense of accomplishment in each individual child as skills are mastered. To achieve this purpose, we must be sure that the child belongs, is recognized, and is wanted.
- The school must teach the child to have consideration for others as he expects it for himself.
- The school must help the child to develop kindness, friendliness, courtesy, respect, and leadership.
- The school must be a place in which the child learns the joy of achievement, mastery, and a deep sense of appreciation as curriculum enrichment is provided.
- The school must be a place in which practical civic education and true Americanism are practiced.
- The school must stimulate genuine interest and school spirit, and should be an invaluable source of proper social control and constructive discipline.
- The school must provide the child with the best teaching, the most suitable curriculum, and the most appropriate instructional aids possible.
- The school must be a place which promotes wholehearted cooperation between teachers and parents.
- The school must be a place in which teachers are recognized for their devotion to school service.
- The school must be a place in which pupils are aware of encouragement, understanding, and sympathy in order that they may advance toward complete realization.

Congratulations to the Brightwood staff for crystallizing its thinking into such positive, clear-cut ideals.

ACE Plans Second Workshop

The Second North Carolina ACE Workshop, sponsored by the N. C. Association for Childhood Education and the Woman's College of the University of North Carolina, will be held June 25 through July 6. Two extension credit hours are offered for completion of the work. Registration may be made with the Executive Secretary, North Carolina ACE, 221 South Tremont Drive, Greensboro, N. C.

Public Colleges May Grow Faster Than Non-Public

Faster growth is projected for public colleges than for non-public colleges in North Carolina by Dr. Horace Hamilton's in his 56-page report of January 16 to the Committee on Long Range Growth (of the Governor's Commission on Education Beyond the High School).

Dr. Hamilton gives a high or optimistic estimate (Series A) and a low estimate (Series B), based on conservative to moderate assumptions, for continued growth of total enrollments in all colleges (senior and junior) in the State:

<i>Public Colleges</i>		
<i>Series A (High Estimate)</i>		
<i>Year</i>	<i>White</i>	<i>Nonwhite</i>
1962	34,326	8,683
1963	36,306	9,274
1964	38,687	10,060
1965	43,426	11,105
1966	47,408	12,319
1970	55,975	16,735
<i>Series B (Low Estimate)</i>		
<i>Year</i>	<i>White</i>	<i>Nonwhite</i>
1962	34,181	8,607
1963	35,388	9,082
1964	37,230	9,648
1965	41,104	10,400
1966	44,233	11,290
1970	49,293	14,029
<i>Non-Public Colleges</i>		
<i>Series A (High Estimate)</i>		
<i>Year</i>	<i>White</i>	<i>Nonwhite</i>
1962	33,269	3,901
1963	34,190	4,147
1964	35,712	4,477
1965	39,289	4,919
1966	42,040	5,432
1970	45,798	7,241
<i>Series B (Low Estimate)</i>		
<i>Year</i>	<i>White</i>	<i>Nonwhite</i>
1962	32,839	3,866
1963	33,327	4,061
1964	34,366	4,326
1965	37,188	4,607
1966	39,226	4,978
1970	40,330	6,068

450 Educators Attend Statewide Meeting To Improve Preparation Programs

More than 450 educators representing all areas and levels of education in North Carolina met at the NCEA Center, March 9, for a full day's program relative to recommended guidelines and standards for improved teacher education throughout the State. The conference was sponsored by the State Advisory Council on Teacher Education and Professional Standards, which was appointed by State Superintendent Charles F. Carroll, with the approval of the State Board of Education.

For more than a year approximately 300 individuals have been serving on various committees established for the purpose of suggesting guidelines for excellence in every subject matter area, guidelines relative to programs of teacher preparation, and standards for institutions preparing teachers in North Carolina. At this work-study conference these guidelines and standards were critically discussed by those in attendance.

Specific guidelines were introduced and explored in the area of programs of preparation for prospective teachers in the elementary school, the junior high school, and the senior high school. Consideration at each of these three levels was given to general education, academic courses, and professional courses. Guidelines in each subject matter area, prepared by Statewide committees during the past year, include such areas as business education, English, mathematics, library science, and the like.

Not only were guidelines in these areas discussed, but standards for institutions preparing teachers were also examined during this conference. The areas for which standards had been prepared include objectives of institutions for teacher education; organization and administration; student personnel programs and services; faculty preparation; faculty teaching load; and facilities, equipment, and materials of instruction.

Attending this conference were representatives from all institutions of higher learning within the State, public school representatives from all grade levels and subject matter areas, as well as a number of lay people.

This particular project to improve the quality of teacher preparation within the State has been under the general supervision of Dr. J. P. Freeman, director of professional services in the North Carolina Department of

Public Instruction. Dr. Kenneth E. Howe, chairman of the school of education at the Woman's College, has served as chairman of the over-all advisory committee during the past year.

A significant feature of the March 9 conference was an address by Dr. Guy B. Phillips, entitled "Who Is a Qualified Teacher?" Others participating in the all day conference included Dr. J. P. Freeman; Dean Robert L. Holt of East Carolina College; Dr. A. C. Dawson, executive secretary of the NCEA; and Assistant Superintendent of Public Instruction, J. Everette Miller.

New Study Concerns Mentally Retarded Child

The mentally retarded child of the middle-range group is the focus of a new study of the United States Office of Education which explores some teaching programs and classroom approaches designed to help him learn. Entitled "Education of the Severely Retarded Child," it is one of a series of studies by the section on Exceptional Children and Youth, Office of Education.

The middle-range child — sometimes called the "trainable" child—is likely to have an IQ of between 30 to 50. His physical size may be somewhat smaller than the average and he may have some growth anomaly. His motor coordination is likely to be below normal. But he can learn a great many things through a classroom situation which he might not learn elsewhere, provided he has no severe physical handicap and has mastered self-care habits, the study points out.

Chief aim of classroom programs for such children is to prepare them for a life of self-reliance and a feeling of belonging to the world around them. These aims coincide with the goals expressed by parents of retarded children in a number of studies: That their children attain some understanding of academic subjects, master speech and conversation, develop social ability and self-reliance.

The Office of Education publication emphasizes the child—what he is like, how he learns, what the realistic objectives for his education might be, and what kinds of classroom experience might help him.

"Education of the Severely Retarded Child" may be purchased from the Superintendent of Documents, Washington 25, D. C. The price is 45 cents.

Gaps in Lifelong Educational Opportunity Are Described to Governor's Commission

The State must fill gaps in educational opportunity, says a prepared report to the Governor's Commission on Education Beyond the High School, delivered by the North Carolina State Board of Education at the Commission's meeting in Raleigh on January 19. These gaps include opportunities denied by costs that many qualified students cannot afford, and by omissions in curricula and concepts, the report finds.

The Board says, "Education is a State function in the American system of constitutional government." Development of human resources in North Carolina demands availability to each person, whenever in life he may need it, of an appropriate educational opportunity of excellent quality.

"Educational opportunity must not end when a student drops out or graduates from high school or even when he graduates from college. We must examine our resources and use them in the most carefully planned and economical way possible.

"We do not now provide in North Carolina for life-long educational opportunity. Rather, we divide educational opportunity into three major segments with many lacks of coordination and gaps. These segments, in general terms, are pre-school education, public school education, and higher education.

"Responsibility for pre-school education is not now assumed by the State, though the law does make it possible for school districts to vote a special tax to support kindergarten programs. We have placed a limit on the age groups who are required to attend public school. We have not accepted the concept of educational opportunity as being lifelong in scope. Rather, we have thought of public school education as an opportunity appropriate only for children and youth. In education beyond the high school, we have provided at public expense only a limited number of channels that students may follow. In many cases, costs to the individual deny opportunity to many qualified students.

"Opportunity to study vocational subjects is severely limited in many high schools. Business education, agriculture, and home economics are the vocational subjects most often offered. The size of the high school is directly related to the breadth of curriculum offerings. The trend is to spend more time on general education and less on specialized subjects in the high school.

The need seems to be for a better balance of liberal and special education subjects.

"Technological changes make re-training and up-grading necessary at many places throughout the working life of many workers in agriculture, business, and industry. An important source of vocational education beyond the high school is the Industrial Education Center System. The Employment Security Commission is just completing a report of a survey of manpower needs in certain industries and in skilled craft and technician occupations, available to the Commission when completed.

"We also find that many individuals fail to profit fully from the educational opportunities that are made available for them. Among factors are lack of appreciation of the importance and value of education, poor home conditions including economic conditions, emotional maladjustment, and many others. Students must be helped to make the most of their opportunities. While far below desired standards, rapid improvement is being made in providing counseling services in the high schools. From 1958 to 1961 the number of full-time trained counselors in North Carolina high schools increased from 18 to 231.

"In accelerated high school academic subjects, certain students are starting the study of these subjects earlier and are carrying them to a greater depth than in the past. Unless advanced college placement is provided, many of these students are finding the college freshman year lacking in challenge. This indicates the need for better college-high school coordination.

"North Carolina is not alone in recognizing need for special effort. Recently, Governor Hollings of South Carolina said in a speech in his state that South Carolina needs to start a crusade to develop education in five years that might otherwise take fifteen years to develop.

"If the concept that educational opportunity must be made available to all citizens whenever needed in life is to be implemented, our present segment approach must be changed. Rather, it will be more appropriate to think of:

"Education in Depth: Planned, sequential curricular patterns directed toward specific educational objectives.

"Specialized Education: Vocational, with specific competencies planned for as outcomes.

Girl Graduates Have Better Job Prospects Than Boys

Most girl high school graduates are prepared for employment, usually at office jobs, at higher than unskilled level, but fewer than one-fourth of the boy graduates have marketable vocational skills upon graduation, William G. Caples, president of the Chicago Board of Education, said of Chicago school graduates in a speech at the thirteenth annual conference of the School Board Association in Detroit.

Free, Inexpensive Graphic Materials Are Listed

The eleventh edition of "Free and Inexpensive Learning Materials," prepared by the Division of Surveys and Field Services, George Peabody College for Teachers, Nashville 5, Tennessee, was released February 1, price \$1.50 per copy. This edition has 285 pages with 3,984 entries. Of these entries, 251 are new and 1,301 are revised, the publisher announces.

Most of the materials are books or pamphlets; some are maps and charts. Some posters and some dramatizations are included. Mainly, it is a list of English-language publications. It gives a few audio materials listings of foreign language materials that are free or inexpensive (such as Webster Speech Correction Guide, suggestions for speech therapy and development) —that is, this publication is a first-hand list of literature materials and a second-hand list of other media. It does not give a first-hand listing of projection or sound materials, or of models, samples, or other nongraphic materials.

Most of the materials listed are free: the foreword says "Only a few of these cost more than 50 cents." The foreword also cautions, "Each piece of material ordered should be examined critically to insure that it is suitable for its intended use." Dates of publications are given, to help teachers evaluate timeliness. Many of the materials are illustrated, but their descriptions use the term "pictures" to cover illustrations from line drawings to microphotographs, in color or black and white, mainly without distinctions.

"Continuation Education: General or specialized educational opportunity of whatever level needed by the individual who is older or more mature than the usual high school student group-individualized on the basis of educational and/or skill training needs."

Audio-Visual Is On TV

A half-hour television program on audio-visual materials and methods is offered on WUNC-TV, channel 4, at 4:30 p.m. each Tuesday, Wednesday, and Thursday through May 17. The program is directed mainly at elementary teaching.

It is a television course, Education c135-TV, giving semester hours undergraduate or teacher certification credit for registrants in the first class broadcast February 13. It was widely publicized in advance by the Extension Division of the University of North Carolina.

Majority Opinion Favors Sending Children Home In Case of Nuclear Attack

In the event of advance warning of an expected nuclear attack, children at school should be sent home if within walking distance, say 60 per cent of the school administrators responding to a poll taken by *The Nation's Schools*.

The majority opinion was based on the observation that schools generally do not possess adequate facilities to take care of children under such emergencies.

A Wisconsin administrator put it: "What would the school do with a thousand children during a nuclear attack? Food, sleeping, and toilet facilities would give us a gigantic problem." And a Michigan schoolman commented: "To keep a large group of children in confined quarters for a period of time presents problems that would be almost insurmountable."

Some of the respondents cited the psychological value of sending the children home. "The peace of mind that accompanies having the family intact is extremely important during an emergency. Home is the best place for children," stated a Michigan official.

An Illinois administrator added: "Readjustment would be more easily attained with the family together."

Twenty per cent of those polled favored an advance decision by the parents as to whether children should be sent home or kept at school. To quote an Illinois man: "I'd hate to refuse to allow a parent to be with his child in case of a nuclear attack."

Noting the possibility that parents might not be at home when the children arrive, ten per cent felt that the children be kept in the safest spot within the school. A New Jersey man cited the hazards of "accidents, chaos, and confusion" which would probably result from the great exodus homeward.

National Driver Education Excellence Award Goes to N. C. High Schools for Third Year

The Achievement Award for Driver Education, earned by North Carolina high schools for the third straight year, was formally presented to Governor Terry Sanford and to the schools of North Carolina at a ceremony in the Governor's office on February 14. Representing the schools of the State were: Charles F. Carroll, State Superintendent of Public Instruction; Jesse O. Sanderson, Superintendent of Raleigh City Schools and President of the Superintendents Division of the North Carolina Education Association; and John C. Noe, Supervisor, Safety and Driver Education, State Department of Public Instruction.

The presentation was made by James Berry, educational representative of the Insurance Institute for Highway Safety, Washington, D. C. The Institute's evaluation program is the medium recognized by the President's Committee for Traffic Safety as the annual measurement of high school driver education programs throughout the country.

Five other states won the same award for the 1961 school year. States that receive an Achievement Award must have at least 60 per cent of their high schools providing qualifying courses to at least 60 per cent of the annual number of eligible students, with the courses taught by qualified teachers. The Institute also provides for a higher rating, an "Excellence" award for qualifying 90 per cent or more of the eligible students. Michigan became the first and only winner of the highest award in 1961. In Michigan, driver education is a prerequisite to licensing for persons between 16 and 18 years old.

Supervisor Noe reported that all of the 173 school administrative units in North Carolina provided driver education courses in 1960-61. These courses were taught to 43,920 of the 69,393 students in North Carolina high schools who arrived at their sixteenth birthday during the school year (the age at which North Carolina driver licenses may be issued). These courses were offered at 793 of the 818 high schools that have tenth or eleventh grades (in which most students attain the age 16).

Of the 811 teachers used for this instruction, Noe reported that 234 (29%) were fulltime teachers of driver education and 577 (71%) were part-time. All were qualified in driver training.

The following breakdown shows the number and percentage of schools offering courses: Courses conducted during the regular school days of a regular nine-month term only, 190 schools (24%); courses in summer only, 222 schools (28%); courses conducted in regular year and summer, 381 schools (48%). Schools not offering driver training were mainly isolated or small; many of their students attended driver training at neighboring schools that offered the courses.

The driver training program in the schools includes 30 clock hours of classroom instruction and six hours of practice driving. These minimums meet recommendations of the National Driver Education Conference and fulfill requirements of the insurance industry for a reduced rate of insurance for young drivers. A parent having male children under 25 years of age who drives the family car receives 10 per cent reduction in liability insurance for such children having had the driver education course.

Martin County Schools Join Merit Pay Trial

The Martin County school system was approved to participate in the experimental program in merit pay for teachers authorized by the 1961 General Assembly at the meeting of the State Board of Education in Raleigh on March 1. This is the third of the three school systems in the State to be accepted in the pilot program according to present plans. The Martin County Board of Education asked that its teachers be included. The State Board had approved requests from Rowan County and Gastonia City school systems at previous meetings.

The three school systems participating are significantly representative of the many city and county school systems of the State. Dr. Charles F. Carroll, State Superintendent of Public Instruction, states. He said, "We feel confident that these three school systems will conduct pilot programs that will reflect creditably the intent of the General Assembly and contribute appreciably to an objective study of the concepts involved in recognizing and rewarding teachers on the basis of merit."

The three pilot programs are a part of a Statewide experimental merit-pay-for-teachers study directed by Dr. Brank Proffitt, with Dr. Robert G. Aldous as associate director.

State School Facts

Local Participation in Financing Public Schools Greatest During Past 15-Year Period With 18 Per Cent of Total Expenditures

Local units of government—counties, cities, and districts—provided nearly \$40 million, 18 per cent, of the total funds expended for operating the public schools in 1959-60. This proportion of funds provided from local sources is greater than at any other year during the past 15-year period.

The accompanying tables show current operating expenditures for public schools divided as to sources—State, Local and Federal—both in total amounts and percentages. Table I gives these data for the State as a whole for each year from 1944-45 to 1959-60. Table II shows these divisions of funds expended for the 174 administrative units for the school year 1959-60.

Table I
The State, as this table shows, provides more than three-fourths of the funds expended for operating the public schools. (This presentation does not include money spent for capital outlay or debt service purposes.) During the years indicated, the proportion of State funds ranged from 74.0 per cent in 1948-49 to 79.8 per cent in 1953-54. During 1959-60, the latest year for which figures are available, State funds amounted to 77.5 per cent of the total expended—\$170,349,864.78.

Support from local funds during the period since 1944-45 ranged from 14.1

ing the 1947-1950 period. For recent years, between 4 and 5 per cent of the total came from the Federal government.

State funds are appropriated for operating the public schools by the General Assembly from the General Fund. On the basis of taxes received from the several sources, it is estimated that the proportion of the total receipts for public schools for 1959-60 would be as follows:

Source	per cent
Income taxes	45.6
Sales taxes	28.4
Franchise taxes	4.4
Beverage taxes	4.3
Insurance taxes	3.8
Non-tax revenue	2.1
Licenses taxes	2.0
Inheritance taxes	.9
All other	100.0

Local funds are derived in the main from property taxes. A small amount comes from fines, forfeitures, penalties, poll, and dog taxes, interest, donations, intangible and beverage taxes, and fees.

Federal funds are appropriated to the states for specific educational purposes—mainly vocational education, lunch rooms, National Defense Education, and for operating schools in defense-impacted areas.

County City	AMOUNT			Per Cent	
	State	Federal	Local	Total	State Federal Local
Murphy	\$ 254,292.55	\$ 8,679.53	\$ 34,713.32	\$ 297,788.40	85.4 2.9 11.7
Chowan	136,768.34	9,494.45	31,457.73	227,719.12	82.9 3.3 13.8
Edenton	314,795.14	18,776.33	77,887.15	438,665.88	78.0 3.3 17.7
Clay	1,752,983.15	91,129.59	46,289.36	3,052,244.69	81.8 3.0 15.2
Cleveland	1,755,624.45	61,848.94	216,881.82	2,014,554.92	86.2 3.1 10.7
Kings Mt.	360,713.58	17,239.39	75,387.83	453,966.50	79.5 3.8 16.7
Shelby	639,998.33	21,429.12	216,275.12	938,232.57	73.5 3.4 23.1
Columbus	1,832,556.34	76,759.15	245,515.61	2,175,698.20	85.2 3.5 11.3
Whiteville	457,568.98	17,392.58	58,318.94	583,189.58	85.8 3.2 11.0
Craven	1,113,783.18	28,192.08	212,752.52	1,668,538.78	70.3 16.9 20.8
New Bern	799,703.31	21,752.52	203,744.34	976,520.00	71.8 7.4 20.8
Cumberland	2,321,062.32	37,924.25	179,768.14	2,880,755.51	80.6 13.2 6.2
Fayetteville	1,337,403.39	37,924.25	281,006.97	2,053,411.25	88.1 13.7 17.1
Currituck	256,712.01	34,713.93	60,836.88	356,263.82	75.5 9.2 15.3
Dare	294,011.13	21,591.16	41,423.24	376,925.53	75.5 9.2 15.3
Davison	1,570,860.47	32,560.71	172,311.64	1,814,322.82	86.6 3.9 9.5
Lexington	745,120.36	32,560.71	172,311.64	975,351.88	76.4 3.4 20.2
Thomasville	534,397.94	32,560.71	141,014.08	736,156.73	76.4 3.4 20.2
Davie	610,900.95	32,560.71	92,735.33	786,186.91	83.0 4.0 13.0
Duplin	1,818,862.15	13,423.57	143,043.32	2,126,629.04	85.5 3.5 7.0
Durham	1,434,253.63	66,128.82	593,772.13	2,093,654.58	78.3 3.3 28.3
Durham	2,248,527.72	101,133.87	593,772.13	2,993,433.72	78.3 3.3 28.3
Edgecombe	1,166,829.43	40,861.93	140,257.24	1,347,948.60	86.6 2.9 10.4
Tarboro	598,248.14	32,494.38	94,488.66	786,186.91	83.0 4.0 13.0
Forsyth	2,635,333.51	32,560.71	107,387.15	3,075,281.37	86.6 3.4 20.2
Winston-Salem	3,339,139.75	129,472.40	210,381.05	3,879,093.20	87.7 3.4 37.9
Franklin	933,308.21	38,723.18	100,381.98	1,382,413.37	87.7 3.4 37.9
Gaston	3,106,369.31	141,523.53	754,752.50	4,082,645.34	86.9 3.6 9.9
Cherryville	285,849.18	16,918.20	43,485.71	386,253.09	78.0 3.6 18.4
Gastonia	1,167,487.09	16,918.20	43,485.71	1,327,890.99	81.2 3.5 21.7
Gates	495,266.50	27,501.84	91,867.39	614,635.73	83.8 5.5 10.6
Graham	301,052.31	37,863.72	31,567.83	430,483.86	83.1 10.5 6.4
Granville	922,226.17	31,406.48	129,360.33	1,183,093.98	85.0 3.4 17.6
Oxford	555,361.77	24,323.98	129,360.33	709,046.08	85.0 3.4 17.6
Greene	808,973.15	40,894.42	69,247.75	959,115.32	84.1 9.4 9.4
Guilford	3,227,557.65	150,183.94	692,713.37	4,070,454.96	73.3 4.1 21.7
Greensboro	3,136,976.94	177,137.40	1,771,383.16	5,085,497.50	63.1 2.0 34.9
High Point	1,542,180.58	7,500.11	892,953.15	2,442,634.21	63.1 2.0 34.9
Halifax	1,591,563.39	56,304.76	206,120.85	1,853,989.00	85.2 3.3 11.6
Reno	546,823.03	11,705.41	245,757.90	804,286.34	68.0 1.5 30.5
Rapids	310,635.74	7,810.49	48,910.26	367,356.49	83.6 1.5 23.3
Weldon	2,011,064.11	97,435.20	388,730.70	2,497,230.01	80.5 3.9 15.6
Harnett	1,092,554.43	65,478.94	233,560.48	1,391,593.85	78.5 4.7 16.8
Haywood	443,263.83	22,513.77	103,331.06	569,108.66	77.9 4.6 18.1
Canton	950,582.02	53,742.98	168,633.14	1,172,958.14	82.3 3.6 28.2
Henderson	399,119.10	17,242.72	148,049.61	564,411.43	70.5 3.3 28.2
Hertford	977,008.90	30,233.12	137,243.71	1,144,485.73	82.3 3.3 28.2
Hoke	691,652.56	45,667.26	34,362.54	871,682.36	82.1 4.5 17.4
Hyde	288,744.09	14,531.97	201,597.06	504,873.12	82.9 4.7 12.4
Iredell	1,410,067.01	79,908.35	411,617.74	1,901,593.10	72.1 3.8 24.1
Mooreville	370,013.61	19,515.35	123,367.72	512,896.68	72.1 3.8 24.1
Statesville	630,333.01	28,598.62	191,213.30	850,144.93	72.1 3.8 24.1
Jackson	707,053.32	32,745.04	36,842.03	820,640.39	85.6 4.0 10.4
Johnston	2,892,803.10	161,778.32	538,221.07	3,592,802.49	82.7 4.0 13.1
Jones	514,788.95	53,802.80	35,381.07	603,972.82	83.6 4.7 13.6
Lee	619,396.61	42,663.38	106,286.69	768,346.68	76.2 3.9 19.9
Lenoir	434,805.39	24,548.01	48,530.25	507,883.65	76.2 3.9 19.9
Sanford	1,336,475.71	74,232.93	324,777.03	1,735,485.67	77.8 4.1 28.0
Swain	1,336,475.71	74,232.93	324,777.03	1,735,485.67	77.8 4.1 28.0

Point to 16.9% in Craven.
From local funds—4.0% in Carteret to 39.6% in Charlotte (before merger with Mecklenburg County).
Of the 174 units, 37 receive 20 per cent or more of their operating funds from local sources.

CURRENT EXPENSE EXPENDITURES BY SOURCE OF FUNDS

Year	AMOUNT			PER CENT		
	State Funds	Local Funds	Federal Funds			
1944-45	39,465,521.35	7,265,140.48	32,257,349.23	78.8	14.5	6.7
1945-46	46,317,538.12	7,973,704.66	38,343,833.46	79.5	17.6	2.9
1946-47	53,684,606.15	8,862,120.33	44,822,485.82	76.5	14.1	9.4
1947-48	61,368,400.15	12,471,074.01	48,897,326.14	74.5	14.8	10.7
1948-49	63,938,346.63	15,943,392.40	47,994,954.23	74.0	15.1	10.9
1949-50	84,339,232.42	16,124,193.46	68,215,038.96	75.0	14.3	10.7
1950-51	97,016,063.21	17,131,172.53	80,884,890.68	76.2	14.7	9.1
1951-52	109,065,083.27	18,327,106.75	90,737,976.52	78.6	14.3	7.1
1952-53	118,605,069.56	19,803,576.72	98,801,492.84	79.5	15.0	5.5
1953-54	138,233,183.56	21,491,372.51	116,741,811.05	79.8	15.8	4.4
1954-55	158,798,448.80	23,491,372.51	135,307,076.29	79.5	16.1	4.4
1955-56	172,736,256.56	24,347,192.51	148,389,064.05	78.8	17.0	4.2
1956-57	182,121,133.36	24,347,192.51	157,773,940.85	77.8	17.4	4.8
1957-58	192,562,821.18	24,347,192.51	168,215,628.67	77.8	17.8	4.4
1958-59	204,343,864.78	24,347,192.51	179,996,672.27	78.3	17.4	4.3
1959-60	210,343,864.78	24,347,192.51	186,000,672.27	77.5	17.8	4.7
1960-61	219,553,220.35	24,347,192.51	195,206,027.84	77.5	18.0	4.5

II. CURRENT EXPENSE EXPENDITURES, BY SOURCE OF FUNDS, 1959-60

County City	AMOUNT			Per Cent State Federal/Local
	State	Federal	Local	
%	1,809,704.85	8,945,863.3	466,045.13	3.9
Alamance	1,363,213.81	1,325,000.01	468,045.94	19.1
Burlington	659,428.11	29,653.62	4,225.99	68
Alexander	338,586.21	12,068.93	36,152.33	7.3
Alleghany	711,333.24	24,658.92	9,4518.08	9.4
Anson	184,395.26	4,844.59	17,039.32	11.3
Morven	320,328.97	14,117.81	69,115.64	8.3
Wadesboro	850,878.97	53,045.66	63,045.98	15.9
Ashe	320,328.97	14,117.81	69,115.64	6.7
Avery	946,932.40	31,342.76	585,835.78	7.8
Beaufort	609,183.40	49,310.82	193,067.01	17.8
Washington	1,072,134.13	16,439.94	1,627,722.47	4.1
Bertie	1,072,134.13	16,439.94	1,627,722.47	16.4
Bladen	1,384,473.26	29,235.23	159,611.34	20.4
Brunswick	899,793.08	55,526.30	224,914.40	13.5
Buncombe	1,923,752.71	40,572.96	219,046.53	11.3
Asheville	2,525,017.39	202,417.28	426,551.86	12.0
Burke	1,234,003.24	91,814.36	54,838.84	25.1
Cherokee	1,206,471.57	49,016.15	190,439.81	12.9
Cherokee	1,206,471.57	49,016.15	190,439.81	4.0
Clayton	1,824,556.27	23,819.11	114,335.25	17.7
Cabarrus	1,181,456.27	61,334.84	157,869.36	20.3
Concord	629,458.77	17,337.96	137,436.23	4.4
Kannapolis	842,727.74	46,687.35	171,436.66	17.6
Caldwell	1,553,459.76	63,233.20	163,739.25	4.6
Lenoir	323,401.58	16,819.04	35,868.42	9.2
Campden	240,000.41	18,846.63	35,868.42	25.4
Camden	998,575.79	155,665.23	47,559.65	12.2
Caswell	958,453.72	30,931.09	139,238.55	4.0
Catawba	1,323,240.08	68,822.07	192,615.55	12.2
Hickory	1,932,290.02	42,432.71	1,331,633.88	3.9
Chatham	1,170,566.77	20,734.43	1,561,012.84	3.7
Cherokee	1,313,414.56	43,519.23	1,371,251.41	11.4
Andrews	189,556.30	9,631.60	360,032.85	10.2
Andrews	189,556.30	11,436.87	256,046.01	1.1
%	2,353,298.61	8,945,863.3	466,045.13	3.9
Total	1,963,759.06	1,325,000.01	468,045.94	19.1
%	7,434,097.47	29,653.62	4,225.99	68
%	830,990.24	12,068.93	36,152.33	7.3
%	206,279.18	24,658.92	9,4518.08	9.4
%	433,821.41	4,844.59	17,039.32	11.3
%	946,932.40	53,045.66	63,045.98	15.9
%	694,362.11	31,342.76	585,835.78	7.8
%	1,190,717.23	49,310.82	193,067.01	17.8
%	7,434,097.47	16,439.94	1,627,722.47	4.1
%	1,266,500.70	29,235.23	159,611.34	20.4
%	1,063,727.76	55,526.30	224,914.40	13.5
%	1,063,727.76	55,526.30	224,914.40	11.3
%	2,552,714.85	40,572.96	219,046.53	3.7
%	2,117,670.39	202,417.28	426,551.86	12.0
%	1,473,442.20	91,814.36	54,838.84	25.1
%	2,337,709.25	49,016.15	190,439.81	12.9
%	1,824,556.27	23,819.11	114,335.25	17.7
%	1,430,430.44	61,334.84	84,444.12	20.3
%	7,434,097.47	17,337.96	137,436.23	4.4
%	1,005,663.75	46,687.35	171,436.66	17.6
%	1,717,099.21	63,233.20	163,739.25	4.6
%	556,089.04	16,819.04	35,868.42	9.2
%	295,031.50	18,846.63	47,559.65	25.4
%	1,291,340.61	155,665.23	47,559.65	12.2
%	1,182,737.36	30,931.09	139,238.55	4

Core	1,178,427,157	65,267,477	200,024,389	1,443,169,438	811.6	43.8
Pinehurst	128,906,233	4,797,736	37,320,880	171,333,999	75.3	2.8
So. Pines	18,184,486	26,093,109	93,727,013	333,447,664	89.1	3.4
South	2,005,154,116	21,083,138	99,727,532	3,322,012,887	87.1	3.4
Rocky Mount	959,533,571	26,939,974	99,026,328	1,328,532,440	73.3	2.8
New Hanover	2,963,123,658	110,333,474	97,026,157	3,483,526,438	73.3	2.8
Northampton	1,028,283,938	33,812,582	170,067,578	1,321,112,668	81.1	3.4
Winston-Salem	1,388,223,078	38,801,000	134,132,620	2,007,112,322	85.1	3.4
Wang	712,307,102	45,310,471	227,393,830	883,705,339	80.2	2.8
Chapel Hill	498,227,114	35,967,735	150,038,360	762,140,333	83.4	3.4
Camelco	427,143,744	50,127,835	66,573,622	549,446,211	77.2	3.4
Watsquotank	317,068,781	50,627,753	119,307,836	488,478,444	77.2	3.4
Elizabeth City	559,773,581	98,970,421	119,307,836	748,053,388	81.1	3.4
Eden	858,103,522	98,493,388	119,307,836	1,067,373,661	80.4	3.4
Warquians	421,920,356	27,179,136	53,236,535	509,008,122	80.4	3.4
Wet	1,401,940,199	45,616,251	174,661,153	1,322,187,623	83.3	3.4
Wt Greenville	2,083,375,398	61,784,438	343,008,292	2,438,146,735	83.3	3.4
Wlk	748,549,344	23,691,411	170,382,745	942,344,066	83.4	3.4
Wlk	348,444,350	11,451,143	42,038,353	404,135,388	80.4	3.4
Wlk	146,528,555	4,479,639	33,096,665	184,135,490	80.4	3.4
Wlk	1,491,132,537	61,794,432	328,781,868	1,781,902,401	83.4	3.4
Wlk	567,886,363	40,790,650	127,200,885	910,392,811	81.1	3.4
Wlk	1,578,836,338	49,790,650	127,200,885	2,056,836,226	83.3	3.4
Wlk	788,012,848	26,957,172	116,114,666	931,083,462	84.6	3.4
Wlk	456,550,184	12,141,574	88,115,474	556,507,339	79.3	3.4
Wlk	401,197,021	19,024,332	27,644,487	504,636,226	83.3	3.4
Wlk	2,463,556,266	80,971,133	276,224,832	3,250,747,152	83.3	3.4
Wlk	335,112,844	10,580,190	115,938,931	387,190,166	86.6	3.4
Wlk	610,406,766	23,102,900	115,938,931	749,507,676	81.1	3.4
Wlk	197,681,127	10,778,033	26,620,122	234,379,442	84.1	3.4
Wlk	258,951,188	16,199,439	34,043,640	309,194,937	83.3	3.4
Wlk	308,232,112	12,031,338	27,232,255	334,465,700	83.3	3.4
Wlk	953,933,476	37,344,838	139,936,255	1,130,594,491	84.3	3.4
Wlk	703,963,677	41,348,822	276,224,832	1,130,594,491	84.3	3.4
Wlk	365,332,474	19,543,829	61,309,395	446,216,221	81.9	3.4
Wlk	2,086,123,142	24,965,555	208,019,119	2,488,397,866	83.3	3.4
Wlk	659,924,722	33,321,638	188,881,440	860,394,445	72.9	3.4
Wlk	1,834,439,968	24,683,458	250,142,083	2,186,367,334	83.9	3.4
Wlk	1,727,376,534	24,683,458	331,421,266	2,186,367,334	83.9	3.4
Wlk	472,045,500	25,924,438	85,231,156	1,971,902,938	84.6	3.4
Wlk	703,789,859	25,431,711	91,650,266	583,171,550	80.9	3.4
Wlk	550,092,827	33,888,338	107,107,600	820,871,153	83.7	3.4
Wlk	1,095,610,116	42,798,839	144,190,747	690,488,755	79.7	3.4
Wlk	479,184,744	28,929,452	150,601,440	1,282,595,882	85.4	3.4
Wlk	860,848,996	46,168,39	126,439,12	1,033,506,47	83.3	3.4
Wlk	1,252,581,328	76,385,008	131,612,19	1,460,638,58	85.8	3.4
Wlk	214,913,87	13,332,288	52,923,374	280,470,179	76.4	3.4
Wlk	520,877,20	20,346,02	104,938,55	646,151,477	80.6	3.4
Wlk	658,163,68	33,001,44	131,950,38	824,342,807	84.9	3.4
Wlk	370,658,39	33,001,44	131,950,38	436,592,807	79.8	3.4
Wlk	1,151,184,44	8,356,18	145,550,931	1,641,432,553	85.8	3.4
Wlk	215,186,44	8,356,18	145,550,931	253,370,29	84.7	3.4
Wlk	1,409,240,40	86,661,42	30,427,67	1,641,432,553	85.8	3.4
Wlk	94,726,67	3,262,02	19,638,75	117,221,82	80.4	3.4
Wlk	94,726,67	3,262,02	19,638,75	117,221,82	80.4	3.4
Wlk	1,982,354,56	85,038,78	320,619,67	1,488,012,91	72.7	3.4
Wlk	1,487,132,71	65,660,76	91,615,05	1,644,408,52	90.5	4.0
Wlk	287,039,82	13,498,76	44,444,47	334,003,30	83.2	3.9
Wlk	991,859,93	46,097,46	135,376,36	1,173,233,75	84.6	3.9
Wlk	273,566,75	12,025,95	52,043,85	332,766,65	81.0	3.6
Wlk	1,081,188,91	48,162,54	97,507,28	1,404,148,73	77.0	3.4
Wlk	903,333,25	43,053,90	94,240,12	1,040,696,57	86.9	4.1
Wlk	669,892,09	23,421,07	31,406,18	724,629,34	92.4	4.4
North Carolina	\$170,344,78	\$9,573,603.57	\$39,609,732.80	\$19,533,220.35	77.6	4.4
0 Counties	\$116,890,863.45	\$6,742,551.44	\$19,793,032.80	\$9,143,425,557.79	81.5	4.7
Cities	\$ 53,459,511.23	\$ 2,831,052.13	\$ 19,816,699.20	\$ 76,107,262.56	70.2	3.7
						26.1

[illegible]

38.5% Students Who Enter High School Fail to Graduate Four Years Later

It is found that 52,154 boys and girls graduated from the public high schools of the State last year (1961). This number was 61.5 per cent of the 84,797 who entered the ninth grade four years earlier (1957). In other words, 38.5 per cent of those who entered high school (the ninth grade) failed to graduate four years later.

This latter percentage is less than for preceding years and indications are that the percentage of ninth graders who do not graduate from high school is becoming smaller. In 1943-44, the percentage was 47.5 and this number has decreased almost annually to the 38.5 per cent in 1961.

The percentage of white ninth graders who failed to graduate in 1961 is estimated to be 35.0. In 1944 the percentage of white students in this category was 44.5. The trend, therefore, in percentage of ninth graders who fail to graduate is downward.

The same general trend obtains in the case of Negro students who enroll in the ninth grade, except on a different level. In 1939, 58 per cent of those who enrolled in this grade failed to graduate in 1944. In 1961, however, 47.7 per cent of those who entered the ninth grade in 1957 failed to graduate four years later.

In other words, a greater percentage of both white and Negro students who enter the ninth grade graduate four years later now than was the case in preceding years.

NUMBER OF NINTH GRADERS COMPARED WITH HIGH SCHOOL GRADUATES FOUR YEARS LATER AND PER CENT NOT GRADUATING

Year	WHITE			NEGRO			TOTAL		
	Ninth Grade Enrollment	High School Graduates 4 Yrs. Later	Per Cent Not Graduating	Ninth Grade Enrollment	High School Graduates 4 Yrs. Later	Per Cent Not Graduating	Ninth Grade Enrollment	High School Graduates 4 Yrs. Later	Per Cent Not Graduating
1943-44	39,179	21,762	44.5	11,323	4,750	58.0	50,502	26,512	47.5
1944-45	36,934	20,905	43.4	11,336	5,120	54.8	48,270	26,025	46.1
1945-46	39,424	22,498	42.9	12,336	5,779	53.2	51,760	28,277	45.4
1946-47	40,821	24,226	40.7	13,593	6,259	54.0	54,414	30,485	44.0
1947-48	41,432	24,288	41.4	13,975	6,524	53.3	55,407	30,812	44.4
1948-49	42,919	24,930	41.9	14,941	7,110	52.4	57,860	32,040	44.6
1949-50	45,520	26,386	42.0	16,313	7,848	51.9	61,833	34,234	44.6
1950-51	46,587	27,133	41.8	17,026	8,353	50.9	63,613	35,486	44.2
1951-52	46,938	28,065	40.2	17,254	8,536	50.5	64,192	36,601	43.0
1952-53	47,991	29,325	38.9	17,633	8,836	49.9	65,624	38,161	41.8
1953-54	48,718	29,370	39.7	18,538	9,277	50.0	67,256	38,647	42.5
1954-55	50,580	30,140	40.4	19,633	9,848	49.8	70,213	39,988	43.0
1955-56	53,107	32,275	39.2	20,426	10,520	48.5	73,533	42,795	41.8
1956-57	55,764	34,385	38.3	20,949	10,886	48.0	76,713	45,271	41.0
1957-58	61,145	38,676	36.7	22,224	11,511	48.2	83,369	50,187	39.8
1958-59	58,922	*37,415	*36.5	22,360	*11,627	*48.0	81,282	*49,042	*39.7
1959-60	58,192	*37,010	*36.4	22,610	*11,802	*47.8	80,802	*48,812	*39.6
1960-61	61,461	*39,949	*35.0	23,336	*12,205	*47.7	84,797	*52,154	*38.5

* Estimated.

Film Talk

PLANTS THAT GROW FROM LEAVES, STEMS, AND ROOTS

In simple terms, the film discusses reproduction of familiar household, yard and garden plants. The film introduces such terms as corm, rhizome, tubers, grafting, and vegetative roots. The film is suitable for junior high and high school.

11 min., color, Coronet

FORCES

High School Physics. Forces are present in all phases of activities. The many forces can be grouped into other specific types: (1) Gravity, (2) Electrical, and (3) Nuclear. Each of the effects of these forces is explained in the film.

Modern Learning Aids, black and white, 30 minutes.

DISCOVERING SCULPTURE

Primary - Elementary. A delightful experience of a boy and his brother in developing sculpture activities of making mud pies. A good introductory activity for art work.

Bailey Films, black and white, 11 minutes.

THE ABC OF PUPPET MAKING: Parts I and II

Upper elementary grades. The step-by-step procedure for making a puppet is present in a simple and interesting fashion. The simplest types of puppets are shown with only painted faces as well as those with paper mache features. In Part B the more complex figures are made and there is an actual play on the homemade stage.

Bailey Films, color, 10 minutes.

WATER IN THE WEATHER

Science, Junior and Senior High School. Everyone is interested in the weather as it affects us in our everyday life. Why certain things happen and the effects of these happenings is presented in this film. Animation and time-lapse photography are used to good advantage in illustrating various developing weather conditions.

Academy Films, color, 16 minutes.

THE WOODPECKER GETS READY FOR WINTER

The birds and animals which stay in the woods during winter must make provisions for food. The woodpecker is especially talented in storing up acorns for his winter food. Not only does he store enough for himself but also for other animals of the woods. Excellent film. Good close-ups of animals activities. Elementary science.

Moody Institute of Science, color, 9 minutes.

A CORRECTION **Southern Association** **Admits Shaw U. and** **Griffith School**

The January *Bulletin* omitted the names of Shaw University in Raleigh, and Griffith School (grades 1-12) in Forsyth County from the list of colleges and schools admitted to the Southern Association of Colleges and Schools, regional accrediting association, at the annual meeting of the organization in December at Miami.

Also, Winston-Salem Teachers College was already a member, rather than admitted in December.

Many Able Students **Are Underachievers**

Twenty to thirty per cent of our able students in high school and college are not measuring up to their potentials and are wasting their abilities by not using them, according to a recent Office of Education study.

Abuse of these talents, the effects of which spills over into a whole working lifetime, is a deterrent to the pursuit of excellence which must be our national education goal, the study says. Boys outnumber girls, two to one, in failing to attain their proper academic levels, although at the college level the male student is frequently of superior ability and performance to the female.

The study, "Guidance for the Underachiever with Superior Ability," is the work of a team of fifteen experts, drawn together under the auspices of the Office of Education to examine the "underachiever", the student who habitually fails to perform near the highest level of his abilities.

All of the contributors to the study agree that the underachiever's habits frequently commence in the early grades, and could be corrected there with more deliberate effort on the part of teachers and guidance counselors.

Major findings outlined in the report show that able underachievers are pressured by group standards reflecting an anti-intellectual outlook; that parents of underachievers are often to blame for failing to encourage a child's intellectual development; that low social and economic status can undermine a student's self-regard and stifle ambition; that teachers sometimes fail to appreciate the latent abilities of the problem underachievers and thereby accentuate his difficulties; and that adequate counseling services, beginning early, would help to take many of the twenty to thirty per cent out of the underachieving category.

Maley Attends Two National Conferences **On "Food and People" and on "Milk"**

Mrs. Anne W. Maley, supervisor of school lunch services, represented the State Department of Public Instruction at the National Conference on Milk and Nutrition, sponsored by the U. S. Department of Agriculture, in Washington, late in January.

At this conference President Kennedy emphasized the values inherent in the various milk programs throughout the nation, and urged increased consumption of milk as a means of better health.

In reporting on North Carolina's status in relation to milk consumption, Mrs. Maley indicated that whereas a national slump had been noted in milk consumption in 1960, North Carolina's overall increase was 1.8 per cent in all fluid milk products and that the increase in public school milk consumption was 6.5 per cent. "Except for the noticeable increase in school milk consumption, figures for the State would have been somewhat in line with national figures," declared Mrs. Maley.

Charles B. (Bud) Wilkinson, special consultant to the President on youth fitness, also addressed the conference

on "Need for Physical Activity by Young People." According to Mrs. Maley, Wilkinson's appearance was one of the "most informative and dynamic that I have experienced in many years."

A portion of the conference was devoted to "balanced diet for physical fitness," with emphasis on "nutrition for good health" and "milk and dairy products in the family's food budget." Other topics discussed included: "School Lunch and Special Milk as Nutritional and Health Programs" and "Milk Products and Food for Peace."

Orville L. Freeman, Secretary of Agriculture, appeared on the program, as did a number of his assistants.

Mrs. Maley attended earlier in January another Department of Agriculture conference on "Food and People." At this conference she represented the school lunch personnel of the nation. Two topics explored at this meeting were: "Food and People—Basic Principles and Goals" and "Food in Relation to Foreign Trade and Foreign Policy."

Plans For 823 Additional Instruction Rooms **Are Approved in First Half of Fiscal Year**

Plans for public school construction in the amount of \$20,752,958 were approved by the State Department of Public Instruction during the first six months of this fiscal year, July 1 through December 31, 1961. Of this amount, \$12,146,858 was for new projects and \$8,606,100 was for alterations and additions to existing school plants. Approval was given to 22 new projects for 8 elementary schools, 5 junior high schools, 5 high schools, 3 area industrial education centers, 1 bus garage and storage facility, and to 4 alteration projects for present buildings.

Additional instruction rooms to be provided total 823, compared with a shortage of 4,026 reported in the 1961 Fall Survey of school facilities issued by the State Department of Public Instruction, which stated, "Superintendents of the 173 local administrative units report that a total of 1,645 classrooms are needed to take care of the existing excess enrollment and that an additional 2,381 classrooms are needed to take care of unsatisfactory facilities now in use." (The survey gave statis-

tics on the numbers of pupils currently housed in non-public owned buildings, in improvised quarters in public school buildings, in double-shift operations, and in overcrowded classrooms.) Instruction rooms include classrooms, laboratories, and shops, but exclude libraries, study halls, auditoriums, gymnasiums, multipurpose rooms, and lunchrooms.

The projects for additional instruction rooms approved July through December include 651 regular classrooms, 22 rooms for home economics instruction, 45 biology or science rooms, 17 classroom laboratories for physics and chemistry, 13 rooms for instruction in business education, 34 shops including six for agriculture, 33 rooms for music instruction, and 8 special rooms for art instruction.

Also approved were 31 libraries, 21 lunchrooms, 97 shower-dressing rooms, 16 combination gymnasiums-gymnasiums. The approved projects provide also for rest rooms, administrative offices, guidance and health facilities, storage and other auxiliary areas.

Newer Media in Audio-Visual Education Are Covered at Regional Workshops

The third of six scheduled regional conferences on newer audio-visual tools of instruction was held in Fayetteville at the Senior High School on February 8. Others are scheduled at Durham on April 11 for the north central region; at Western Carolina College, Cullowhee, on April 21 for the western region; and at Pfeiffer College, Misenheimer, on May 21 for the south central region. Sponsorship is through the National Education Association's Department of Audio-Visual Instruction and the NEA's Association of Supervision and Curriculum Development, with help of a grant from title 7, section B, of the National Defense Education Act. The North Carolina State Department of Public Instruction cooperated.

Each conference is a workshop presentation with equipment and materials furnished for the four invited participants from each administrative unit in the region. Those invited are the superintendent, a supervisor, a principal, and one other who may be a member of the staff, a school board member, or a county commissioner.

The series helps those who attend in their preparation to give such programs at local levels. About 100 educators gather at each conference. Those attending the Fayetteville conference chose two of the four workshops: (1) graphics; (2) transparencies larger than 35 millimeters; (3) motion pictures, film strips and timed-reading devices; and (4) audio devices, bioscope, and special devices.

Nile Hunt, director of the Division of Instructional Services, State Department of Public Instruction, gave the keynote address in the opening session. He said, "We are indebted to pioneers in audio-visual work for combating verbalism. They have focused upon increased productivity as the objective.

"Use of audio-visual tools of instruction is only emerging at present," he said. "There is no limit to the vistas to be opened up in the classrooms if we use these media effectively. Teachers must be alert to such possibilities for most effective use of the time we have. A word of caution: distinguish between increased productivity and shortcuts. We must stay away from gadgeteering. We must beware of commotion. We need creative teaching, artful planning, effective implementation, and purposeful activity.

"In planning classroom instruction," Hunt concluded, "our obligation is to

arrive at a clear-cut perspective of how these tools fit into purposeful teaching. We have a long way to go, but any journey starts with the first step."

Each workshop at the conference in Fayetteville operated in two identical 90-minute sessions to divide participants into workable groups of about 25 persons each. (Format varies at each regional workshop.) Workshop leaders were as follows: Graphics—Mrs. Jean Miller, A-V director of New Bern City Schools, assisted by D. B. Teachey, assistant superintendent of Duplin County schools, and Heyward Bellamy, supervisor, New Hanover County schools; transparencies larger than 35 millimeters—Paul S. Flynn, supervisor of audio-visual education, State Department of Public Instruction, assisted by Herman Preseren of Wake Forest College, and by Scott Parsons, mathematics teacher, Hoke County schools; motion pictures, film strips, and timed-reading devices—J. M. Shaver, associate supervisor of A-V education, SDPI, assisted by Wilima George, principal of Ramsey Street Elementary School, Fayetteville; audio devices, bioscope, and special devices—James W. Carruth, director of A-V education in Fayetteville schools, assisted by Ben T. Brooks, supervisor, Hoke County schools, and by John R. B. Hawes, supervisor of television education, SDPI. Mr. Carruth was chairman of the conference, in charge of arrangements and operations.

Participants were asked to rank the importance of purposes of each workshop and to add their comments on a prepared blank. The purposes given for ranking were: To inform of the existence and nature of newer A-V equipment and materials; to develop skills in using these; to develop appreciation and working acquaintance in support of instruction; to inform and guide in teachers' techniques and skills in use; to evaluate contributions the newer media can make to instruction; to consider their availability and practicality to teachers (cost, maintainability, ease of using, storing, and so); and to consider ways of making such materials and equipment more readily available.

The closing session in the four-and-one-half-hour conference was a fifteen-minute evaluation and summary shared by William Wagoner, superintendent of New Hanover County schools, discussing the workshops on transparencies and graphics; and by J. J. Lentz, superintendent of Lee County schools,

Summer Language Institute Repeats at Appalachian

Appalachian State Teachers College again this year continues among the ranks of some 80 colleges and universities across the country that conduct Summer Language Institutes under sponsorship of the National Defense Education Act. The Appalachian program runs from June 14 through August 7 for 30 high school teachers of French and 30 of Spanish. Class work will stress new methods and equipment in language teaching.

A staff of 17 instructors, including six native speaking conversational assistants, visiting college instructors who are specialists in these fields, and successful high school teachers, will comprise a total staff of seventeen instructors for this institute, which carries graduate credit, the college announces.

Carroll Affirms Need For Community Colleges

The community college concept was endorsed before the full Governor's Commission on Education Beyond the High School in a speech by Dr. Charles F. Carroll, State Superintendent of Public Instruction, on January 19.

Dr. Carroll said he sees great hope in the community college concept, which stresses training in occupational fields as well as arts and sciences. Nearness and the economy of living at home are important in students' decisions to continue their education beyond high school. Dr. Carroll said he hoped the State will provide adequately at the community college level, and at the two- and four-year and graduate college levels.

Increasing college enrollment is indicated firmly by long-term surveys in this State as elsewhere in the nation, he observed. In answering a question from President William C. Friday of the Consolidated University of North Carolina, Dr. Carroll said the need for new teachers will not decrease. "We can still use all you can send us."

The commission was studying needs for, and role of community colleges in the State for the future.

discussing the workshops on projection materials and timed reading.

The series of six regional conferences for administrators and supervisors is a unique project in the State, and may not be repeated in the present form. An over-all aim was to aid those who attended in their preparation to present such programs at local levels.

North Carolina is Eighteenth Among States In Ratio of New Teacher Certifications

North Carolina rates eighteenth among the 50 states and the District of Columbia in the ratio of certificates to total current teachers employed for the school year 1960-61. The number of college students who complete teacher certification requirements within teachers' colleges of a state is used as a criteria to evaluate state effort to prepare teachers for elementary and secondary schools in a table prepared by the National Commission on Teacher Education and Professional Standards.

For North Carolina, 3,976 certifications are compared with 37,458 total teachers employed in the year for a ratio of 10.6 per cent. The top three states in the ranking were Colorado and Oklahoma tied for first with 15.5 per cent, followed by Mississippi with 14.3 per cent. The bottom three states are given as Utah with 2.3 per cent, Alaska with 1.8 per cent, and North Dakota with 1.5 per cent.

No regional pattern is clear. Mississippi in third place is flanked by Louisiana in fourteenth place with 11 per cent; Arkansas, seventh with 12.6 per cent; Tennessee, seventeenth with 10.7 per cent; Alabama, thirty-second with 8.6 per cent; and Georgia and Florida tied in forty-fourth place with 5.2 per cent.

Among most populous states, California is tied with Louisiana for fourteenth with 11 per cent; Illinois ranks thirty-first with approximately the same percentage as Alabama; and New York is thirtieth with 9 per cent.

Significance of these rankings was discussed by NCTEPS in a statement printed with the table in the Michigan Education Journal (biweekly magazine of the Michigan Education Association), issue of February 1, which says "Disparity among the states explains in part the urgency of movement of teachers across state lines. Twenty-seven states now recognize, for reciprocity in teacher certification, graduates of teacher education programs in National Council for Accreditation of Teacher Education accredited colleges and universities. These states are Alabama, Delaware, Florida, Georgia, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Missouri, Nebraska, North Dakota, Oklahoma (certificates graduates of NCATE — accredited institutions listed here but not in other states), Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Utah, Vermont, Washington, West Virginia, and Wyoming."

Fleetwood Conducts Nine NDEA Conferences

Nine area meetings were held throughout the State relative to recent NDEA developments for school superintendents and NDEA coordinators between March 5 and March 22. More than 350 educators attended these conferences, which were planned and directed by Carlton T. Fleetwood, State coordinator of the NDEA.

Each of the nine two-hour programs dealt with general administration, types of projects which may be submitted by school administrative units, and reimbursement under Title III. Opportunities for open discussion were afforded at each meeting.

"These conferences seemed to do much to clarify new developments in the NDEA, and helped administrators and local coordinators in understanding improved ways of cooperating for better services through the NDEA," declared Fleetwood.

Meetings were arranged for Sylva, North Wilkesboro, Cherryville, Wadesboro, Greensboro, Oxford, Elizabethtown, Kinston, and Windsor.

Charter Commission to Produce Pamphlets For Use in State's Public High Schools

Plans for the production of educational pamphlets to be used in North Carolina high schools as supplementary history material during the State's 300th anniversary in 1963 were revealed recently by the Carolina Charter Tercentenary Commission.

Six topics have been accepted by noted historians who are now working on the assigned subjects relating to the colonial period of North Carolina.

The Charter Commission, established by the State General Assembly in 1959, is planning the State's celebration of the 300th anniversary of the granting of the Charter of Carolina by King Charles II of England in 1663. The Charter was granted to the eight Lords Proprietors.

The series of pamphlets is one of many educational endeavors of the Commission. The Tercentenary celebration will include the colonial period 1663-1763. Other topics are being considered in light of the needs of the high school student and will be commissioned shortly.

Dr. Hugh F. Rankin, of Tulane University's History Department, has com-

School Planning Workshops Held in Four Centers

Four regional school planning workshops were held between February 26 and March 13 in Greenville, Asheville, Salisbury, and Raleigh. This series of workshops constituted the second annual series sponsored by the North Carolina State Department of Public Instruction, the Division of Superintendents of the NDEA, and the North Carolina chapter of the American Institute of Architects. Prior to the workshop approach to promoting better planning of public school facilities, a series of conferences were held in 1958 and again in 1960.

The workshops were designed for architects, superintendents, and other personnel interested in school planning and were arranged so that all participants could attend two general sessions: one on "site planning," and another on "guidance." The remaining time at each conference was planned for small group conferences on planning for home economics, for language centers, and for science.

The 1962 school planning workshops were made up of four two-day meetings, held across the State in an effort to reduce travel time and to keep the groups small enough to allow for discussion and exchange of ideas.

pleted the first draft of his work on "Culpeper's Revolt." Working on "The Highland Scots in North Carolina" is Professor Duane Meyer, History Professor at Southwest Missouri State College, Springfield, Missouri.

Professor E. Lawrence Lee, Jr., of The Citadel, is preparing pamphlet material on "Indian Wars in North Carolina." "The Proprietors of North Carolina" is the topic being handled by William S. Powell, Librarian, University of North Carolina Library.

East Carolina College's Dr. Herbert R. Paschal, Jr. is writing on "Albemarle County, 1664-1689"; and the subject of the "Royal Governors of North Carolina" is in the hands of Professor Blackwell P. Robinson, Department of History and Political Science, Woman's College, Greensboro.

Chairman of the Charter Commission is the Honorable Francis E. Winslow of Rocky Mount; and co-chairmen of the Committee on Programs in Schools, Colleges and Universities are Dr. Chalmers G. Davidson, Davidson College, and Dr. Paul Murray, East Carolina College, Greenville.

Appreciation From Thailand

The School Library Services Section received the following comment February 20 on a postal card dated December 27, Bangkok, Thailand: "Developing a Good School Library Program—We are most appreciative for the above book which is very up-to-date, clearly outlined and well illustrated for our readers to easily understand. Mrs. Maria Lao Sun Tharn, Librarian, College of Education, Prasarn Mitr, Bangkok."

The book referred to is a 40-page volume prepared and issued through the State Department of Public Instruction. It has been available since March, 1961, at 50 cents per copy.

New Bulletin Describes N. C. Business Colleges

"Opportunities in North Carolina Business Colleges," a new bulletin prepared by Gilmore W. Johnson of the Department of Public Instruction, was distributed to superintendents, principals, and guidance counselors throughout the State in December.

This 65-page bulletin gives basic information concerning the thirty-seven licensed business colleges in North Carolina, information relative to curriculum, admission requirements, enrollment dates, and costs. In addition, the new bulletin has a pictorial section showing examples of living quarters, classroom facilities, campus scene, and the like.

"Since the turn of the century," Superintendent Charles F. Carroll states in the foreword, "private business colleges have been providing instruction necessary for successful careers in office positions. . . . The ever-expanding economy of our State and Nation is resulting in ever-increasing demand for competent office personnel."

Each of the thirty-seven private institutions described in this bulletin operates under license and with approval of the North Carolina State Board of Education and complies with regulations and standards established by the Board. Emphasis in each of these business colleges is on individual training for individual competence.

"Standard diploma courses range in length from nine months to twenty-four months for students enrolled on a full-time schedule of twenty-five instructional hours per week. . . . Night school sessions are usually offered on a two- or three-nights per week basis for persons who are employed during the day."

Those desiring copies of this bulletin should request them through L. H. Jobe, Director of Publications, State Department of Public Instruction, Raleigh.

High Schools Increase Participation in Sports

A steady increase is being made in the number of high schools providing more than one interscholastic sport, according to reports from principals for the 1960-61 school year.

Out of 597 schools for whites reporting, all but 28 offered two sports. Approximately half of the 160 Negro high schools reporting offered two sports.

Basketball is the most popular sport, being sponsored for boys in 597 white and 160 Negro schools and for girls in 529 and 129 white and Negro schools, respectively. Baseball ranked second in popularity by being offered in 516 schools for whites and 80 schools for Negroes. Football, ranking third, was provided in 355 white schools and 57 Negro schools. Track ranked fourth with 164 white schools and 34 Negro schools. Other sports provided were: golf in 59 white schools, tennis in 34 white and 6 Negro schools, wrestling in 30 white schools and swimming in 5 white schools.

Out of 489 schools for whites, twenty-five schools offered six or more sports; 25, five sports; 76, four sports; 152, three sports; 181, two sports; and 28, one sport. More than two-thirds of

these schools offered two or three sports. The larger schools offered a greater variety of sports.

According to Raymond K. Rhodes, consultant in health and physical education, State Department of Public Instruction, the sports program in North Carolina should be diversified and broad enough to include the interests of all students.

1. Number Schools Sponsoring Various Sports

Sport	White	Negro
Basketball—boys	597	160
girls	529	129
Baseball	516	80
Football	355	57
Track	164	34
Golf	59	0
Tennis	34	6
Wrestling	30	0
Swimming	5	0
No. schools reporting	597	160

2. Interscholastic Sports—White

SCHOOLS—CLASS					
No. Sports	4A	3A	2A	1A	Total
6 or more	8	15	1	1	25
5	6	17	4	0	27
4	3	21	33	19	76
3	1	15	41	95	152
2	0	3	19	159	181
1	0	0	2	26	28
None	0	0	0	0	0
Total	18	71	100	300	489

Flynn and McIntyre to Participate In National Workshop on Use of A-V Aids

Paul Flynn, consultant in audio-visual education for the State Department of Public Instruction, and Kenneth McIntyre, director of audio-visual services at the University of North Carolina, are among fifteen participants invited to a four-day workshop in California early in April on "educational media demonstrations."

The conference, sponsored by the U. S. Office of Education under provisions of Title VII, Part B of the NDEA, will be held at San Jose State College. Dr. Jerrold E. Kemp, co-ordinator, materials preparation services, audio-visual service center, at San Jose State College, will serve as project director for this workshop.

According to Flynn, the nation's outstanding leaders in audio-visual education will serve as consultants for the conference. Objectives of the workshop are:

- To develop teams prepared to give visualized presentations demonstrating the applications of audio-visual media to instruction.
- To plan and produce one or more kits suitable for the visualized presentations.
- To plan for presentations using the kits before groups of educators, legislators, and lay citizens in re-

gions of the United States.

- To prepare a report of the workshop that would serve as a guide to other teams in planning and executing similar presentations.
- To encourage local workshops under sponsorship of the teams participating in this Workshop. (These follow-up workshops, for audio-visual specialists and other educators, will be developed at local expense to provide practical experiences with the preparation and use of new media.)

Flynn and McIntyre, following this experience at the San Jose State College workshop, will be expected to work as a team in North Carolina and this region in helping to "analyze the appropriate roles of the new media in typical instructional situations on the various levels of education" and to "select or develop examples of media suitable to show the contribution of each in the teaching learning process."

Congratulations to Paul Flynn and Kenneth McIntyre on their recognition as leaders in the audio-visual field; and congratulations, too, on the challenge which is increasingly theirs to improve the use of audio-visual aids in the total program of instruction in North Carolina.

The Attorney General Rules . . .

Public Schools; Assignment of Pupils; Unlawful Attendance of Pupils in Schools of Administrative Unit other than that of Residence.

In reply to your recent inquiry: You state that the Board of Education of _____ County has adopted rules and regulations governing the assignment of pupils in the County system. The Board released to other units certain children on application for one year since the close of the 1960-61 season. A transfer request was denied to Mr. _____ for his two children to attend the _____ City schools. These children have been attending city schools without being released while residing in _____ County. The investigation of the Attendance Supervisor reveals that the school law is not being complied with according to the residence of the parents.

You inquire as to the proper school for these children to attend according to law.

G.S. 115-166 requires that parents cause their children to attend the public schools to which such children are assigned. G.S. 115-163 provides that unless otherwise assigned children shall attend the public schools in the school district or attendance area where their parents reside. This also stressed in the last sentence in the above-cited section, and I do not believe there is any doubt about the position that children should attend schools in the administrative unit of their parents. It is true that it is provided by G.S. 115-163, as well as by G.S. 115-176, that a child residing in one administrative unit may be assigned either with or without the payment of tuition to a public school located in another administrative unit upon such terms and conditions as may be agreed in writing between the boards of education of the administrative units involved and entered upon the official records of such boards. If you will look in this same section you will find the following: "No child shall be enrolled in or permitted to attend any public school other than the public school to which the child has been assigned by the appropriate board of education."

I advise you, therefore, that the Board of Education of _____ County has jurisdiction and authority over these children as to where they shall attend the public schools, and the _____ City schools has no right to admit these children nor may it lawfully

give them credit or promotion for any attendance at such school. This matter has already been passed upon by the Superior Court in _____ and _____ Counties and the Judge in each case ruled according to what I have said to you in this letter.—Attorney General, November 20, 1961.

Legal Status of Class Funds

You refer to the student fees and the requirement that each school file with the Secretary of the Board a complete list of fees required.

I think your question pertains to individual high school classes that collect class dues and raise class funds in the name of the school by means of class plays, suppers and selling certain types of merchandise.

In one high school the teacher authorized one of the classes that graduated several years ago to withhold \$100.00 which had been raised as class funds and to deposit this amount separate and apart from school funds as an alumni class fund. When the graduating class of 1956 was informed about this they made a request to the principal and district committee for a refund of all the class funds that were left with the school by the class. The principal and district committee considered class funds left by graduating classes to be school funds and applied them to school expenditures.

You would like to know the legal status of class funds left with the school treasurer and whether or not these funds should remain with the school for school purposes or be refunded to a class as an alumni unit of the school.

Article 10 of Chapter 115 of the General Statutes, Replacement Volume 1960, gives the powers and duties of school treasurers. Subsection (c) of G. S. 115-91 deals with the subject of special funds of individual schools. The funds mentioned in your letter were derived from sources and from activities in the name of the school. In other words, the funds are impressed with school activities and could not have been derived except in an official manner by then active school students and the use of the name of the school. There is the further implication in the derivation of the funds that they will be used for school purposes.

We, therefore, agree with the principal and school district committee that class funds left by graduating classes are school funds and should be applied

to school expenditures. They should remain with the school for school purposes and should not be funded to the class as an alumni unit. If after graduation the class raises funds as an alumni unit these are private funds of a group and have no connection officially with the school or the treasurer of the special funds of the school.—Attorney General, January 18, 1962.

Schools in Other Units

It appears that you have three administrative units in _____; the County Unit, _____ and _____. You wish to consolidate the small colored high schools of the three units into one or two large senior high schools. You have no problem as to capital outlay funds but you would like to know whether or not, if these schools are located in or contiguous to the _____ Unit, would it be possible for the County and _____ to pay per capita tuition for these students in an amount sufficient to provide the same supplementary services that are now provided in the _____ Schools.

I assume that the _____ Unit levies a supplementary tax to provide schools of higher standards.

This question has caused us considerable concern, but assuming that you take the proper steps it would appear that under G. S. 115-131 the various administrative units involved may enter into a written agreement to establish and operate schools in other units. In doing this I assume you will have the funds to make the necessary appropriation which will equalize the supplementary amount derived and spent by the _____ Unit.

I would prefer that you do this on the basis of an agreement and an appropriation rather than to proceed on a tuition basis. — Attorney General, January 23, 1962.

Dual Office Holding

In reply to your recent inquiry: You ask if there is any legal objection that would prevent a member of the Executive Committee of the Democratic Party from serving as a member of the district school committee.

The prohibitions as to serving as a member of a district school committee are found in G. S. 115-69, and they are: Employment as a teacher in either public or private school; serving as a member of a county or city board of

(Continued on page 16)

LOOKING BACK

Five Years Ago

(N. C. Public School Bulletin, March, 1957)
Carlton Fleetwood, associate adviser in safety Education in the Department of Public Instruction, participated in the Southern Safety Conference in Richmond, March 3-5.

Ten Years Ago

(N. C. Public School Bulletin, March, 1952)
Dr. William C. Carr has been elected Executive Secretary of the National Education Association to succeed Dr. Willard E. Givens, who will retire on August 1.

President Truman reiterated the need for Federal aid to education in both his State of the Union message and Economic Report to Congress in January.

The State's 6,371 public school buses used in transporting 422,301 children to school and back home each day have a total present value of \$13,656,571.

Fifteen Years Ago

(N. C. Public School Bulletin, March, 1947)
Mrs. Mary Peacock Douglas, School Library Adviser of the State Department of Public Instruction since 1930, has resigned as of July 1, 1947 to accept a position with the Raleigh public schools as Supervisor of Libraries.

Twenty Years Ago

(N. C. Public School Bulletin, March, 1942)
Jesse O. Sanderson, principal of the Methodist Orphanage School which is a part of the Raleigh City Administrative Unit, has been appointed as Superintendent of the Raleigh Schools to succeed Claude F. Gaddy, who resigned on February 1 to become Administrator of Rex Hospital.

J. Warren Smith of the North Carolina State College faculty has been appointed as State Director of Vocational Training for Defense Workers and as such becomes a staff member of the State Department of Public Instruction.

Twenty-five Years Ago

(N. C. Public School Bulletin, March, 1937)
The 41st Annual Convention of the National Congress of Parents and Teachers will meet in Richmond, Virginia, May 3-7.

The Roanoke Island Historical Association has recently announced a \$250 prize contest for the best papers written by high school students on "The Lost Colony."

Graduate of Small School Speaks From Experience

James Futrell is a senior in Agricultural Education at N. C. State College.

Before entering State College, he graduated from one of the State's small high schools.

Learning that his native county, Northampton, was considering the question of consolidating its high schools, "Jimmy" wrote a letter to his local paper in which he from experience spoke out for consolidation. Hear him:

"As a college student who once studied in a small high school, I know what a disadvantage I had in entering college and competing for grades with students who had graduated from larger schools which offered a sufficient academic curriculum.

"I took all the required courses in high school as well as many electives as possible. But my electives were limited. I had no opportunity in high school to take physics, solid geometry, trigonometry, journalism, or a choice of foreign languages. There was no guidance program in my high school, and sufficient counseling, I feel, was not available to help me satisfactorily decide on a choice of schools. Consolidation would, of course, result in larger schools, which in turn would afford some of these advantages. . . .

"Northampton's public schools are too small to allow a diversified curriculum for prospective college students. The schools in our county are not giving any of its students — the academically talented, the vocationally oriented, or the slow reader — a satisfactory education.

"The instructional program of our school system now is neither sufficiently broad nor sufficiently challenging. A small school cannot offer a satisfactory comprehensive curriculum for its students. . . ."

Attorney General

(Continued from page 15)

education; serving as an employee of the school or holding another governmental office as prohibited by Article XIV, Section 7, of the Constitution of the State. Since a man holding an office or position in a political party is not holding a governmental office, I advise you that a member of the Executive Committee of the Democratic Party, or, for that matter, any other political party, is eligible to be a member of a district school committee.—Attorney General, January 31, 1962.

MAKING TODAY'S NEWS

Martin. The first adult education classes to be undertaken in this area (Robersonville) are now meeting three nights a week, with a number of students enrolled in commercial classes. *News and Observer*, February 13.

Raleigh. The Raleigh School of Practical Nursing will graduate 12 students in exercises to be held tonight at 8 o'clock in Trinity Methodist Church. *News and Observer*, February 13.

Washington. An evening course in Basic Electricity will be offered to apprentices in the trade and to others who are engaged in electrical work who may wish to upgrade their opportunities, E. A. West, superintendent, announced today. *Washington Daily News*, February 8.

Nash. The problems and challenges in the field of vocational agriculture were discussed at a meeting of the county's Better Schools Committee here (Nashville) Monday night by Dr. Harry G. Beard of the State Department of Public Instruction in Raleigh. *Nashville Graphic*, February 8.

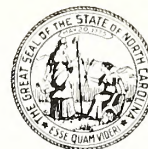
Pitt. A panel of students discussing quality education here on Thursday night expressed the opinion that consolidation would serve to improve the quality of education. *Greenville Reflector*, February 12.

Columbus. The State survey team, called here at the request of school patrons of the four western county high schools and the county board of education, recommended Monday night. . . . "Establish a new central high school for pupils presently attending the Cerro Gordo, Chadbourn, Evergreen, and Fair Bluff high schools." *New Reporter*, February 8.

Rutherford. Rutherford County will get an industrial education unit going as soon as facilities are ready. *Rutherford County News*, March 1, 1962.

Wake. In Wake County Board of Education adopted a resolution Monday declaring its intent to build a consolidated high school to serve Wendell, Zebulon, Rolesville and Knightdale in eastern Wake County. *News and Observer*, March 6, 1962.

Wayne. A survey to determine whether Charles B. Aycock High School will be accredited by the State Board (Department) of Public Instruction was unofficially favorable, R. S. Proctor, superintendent of Wayne County Schools, said today. *Goldboro News-Argus*, March 1, 1962.



Article Describes How State Is Obtaining A More Adequate Supply of School Libraries

A special story on "How To Get Good Librarians," featured in the January issue of the *School Library Development Project News*, describes current progress being made in North Carolina in obtaining a more adequate supply of school librarians. The article, written by Mary Frances Kennon, director of the SLDP and former consultant in library services for the State Department of Public Instruction, states:

"North Carolina has found one answer to the shortage of school librarians. Their answer is to *create more jobs*. And it's working. Cora Paul Bomar, State supervisor of school library services in the North Carolina Department of Public Instruction, reports: In the summer of 1961 the State legislature appropriated funds to support some 1,700 "special services" positions in addition to the regular State-allotted classroom teachers and administrators. These funds were made available to local school superintendents to employ school librarians, guidance personnel, non-teaching principals, additional primary teachers, and special education teachers.

"Of the 1,700 plus new positions established, 474 were used to employ school librarians.

"With this impetus the number of full-time school librarians in North Carolina public schools jumped from 564 the previous year to 963 in 1961-62. In some cases the State funds were used for salaries of librarians previously paid from local funds.

"Realizing the schools could not locate enough fully-trained people to fill the new jobs this fall, the State Department of Public Instruction worked out a plan for granting temporary approval of the employment of classroom teachers who agreed to complete certification requirements for school librarianship within a specified time limit. Regular college training programs, extension programs, and new in-service credit courses offered by some school systems are being expanded to meet the increased demands for training in school librarianship.

"Soon North Carolina will have many more qualified school librarians recruited from the best source: successful classroom teachers."

School Boards Association Holds 18 Regional Meets

District meetings of the North Carolina School Boards Association, which began late in January will continue until the latter part of April, according to W. O. Fields, Jr., associate executive secretary of the Association.

Theme for this year's conference, "Educational Excellence: Time for a Progress Report," will be considered at each of the eighteen district meetings. Speakers for the several sessions include J. Everett Miller, Senator Robert Lee Humber, Dr. Robert Holt, Dr. W. H. Wagoner, Dr. F. V. Cahill, Jr., Dr. Amos Abrams, Dr. Stacy Weaver, Charles G. Rose, Jr., Dr. Leo Jenkins, Dr. Wihner Jenkins, Mrs. E. H. Ould, and Lester Zerfoss.

Officers for the Association are J. C. Abbott, president, Elizabeth City; Joe A. Pell, Jr., vice president, Pilot Mountain; and W. O. Fields, Jr., associate executive secretary, Chapel Hill.

Immunizations Required For All Children Attending School Are Explained In Letter

All children in North Carolina entering school for the fall term, 1962, must show evidence of immunization against diphtheria, tetanus, whooping cough, small pox, and poliomyelitis, city and county school superintendents were advised in a joint letter dated March 7 from the State Board of Health and the State Department of Public Instruction.

Evidence of immunization must be shown in the form of a certificate furnished by a licensed physician or by the health department. Continuing, the letter said, "exemptions are granted only on the basis of medical certification indicating immunization would be detrimental to the child's health or on the basis of the parents' membership in a bona fide religious organization whose teachings are contrary to the practices required in the law.

"While the minimum immunizations will meet the legal requirements, many children immunized early in life will not be adequately immunized unless

New Schools Should Double As Fallout Shelters

New schools should be planned so that they could also be used as community bomb shelters in the event of nuclear attacks, say 81 per cent of 262 school administrators polled by *The Nation's Schools*, the magazine of school administration.

Of this majority, 87 per cent believe that the added cost, estimated at 10 per cent, should be paid for by the federal government.

The schoolmen argue that defense has always been a function of the government and, since many citizens are not financially able to build shelters, the citizens must look to public buildings for shelter from nuclear bombs.

Nineteen per cent of the administrators objected to nuclear shelters in schools. These respondents reason that "the function of the public schools is education, not protection."

On the general subject of survival, one respondent had this to say: "Emphasis on shelters is about as sensible as a mother of a draftee cautioning her soldier son to be sure to keep his feet dry. Once the nuclear bombs fly, shelters are a pigmy defense of human life."

proper additional boosters are given prior to school entry."

The opening paragraph of the attached statutes, Article 9, explains the general requirement: "All children in North Carolina are required to be immunized against diphtheria, tetanus, and whooping cough before reaching the age of one year, and are required to be immunized against smallpox before attending any public, private, or parochial school." When parents cannot afford immunizations by a private physician, the law authorizes the local health director to immunize, with cost paid by the county concerned. Article 9A is on poliomyelitis immunization: "The parent, parents, guardian or any person in loco parentis of any child in North Carolina between the ages of two months and six years shall have administered to such child an adequately immunizing dose as determined by the North Carolina State Board of Health a prophylactic agent against poliomyelitis," continuing with details. The law provides penalties for non-compliance.

And gladly would he learn, and gladly teach.—Geoffrey Chaucer

There is nothing to which education is subordinate save more education.—John L. Childs

All education proceeds by the participation of the individual in the social consciousness of the race.—John Dewey

We must prepare children for any age in which they find themselves.—Walter A. Thurber

If things are ever to move upward, someone must be ready to take the first step and assume the risk for it.—William James

The basic purpose of a liberal education is to free man to use all his innate creative powers, and the highest of all human purposes is the progressive perfection of a man as an individual.—Sam Black, University of British Columbia, Vancouver

I am not willing that this discussion should close without mention of the value of a true teacher. Give me a log hut, with only a simple bench, Mark Hopkins on one end and I on the other, and you may have all the buildings, apparatus and libraries without him.—James A. Garfield

Education is essential not only to individual fulfillment, but to the vitality of our national life. The vigor of our free institutions depends upon educated men and women at every level of society. And at this moment in history, free institutions are on trial. — President's Commission on National Goals

Education is both the foundation and the unifying goal of our democratic way of life—it is the main-spring of our economic and social progress—it is the highest expression of achievement in our society, enabling and enriching human life. In short, it is at the same time the most profitable investment society can make and the richest reward it can confer.—President Kennedy

Superintendent Carroll Says . . .

(Excerpts from address to the Annual Convention, NCEA, Raleigh, March 15, 1962.)

. . . So long as fewer than 50 per cent of the children entering first grade ultimately graduate from high school, we have some unfinished business. So long as we have about 66,000 children absent from school each day, some of whom are not ill or otherwise justifiably absent, we have some unfinished business. So long as we have high schools which are too small and too sterile to challenge and to serve the varying abilities of their students, we have unfinished business. So long as the per capita income of our State is relatively low, when compared with its potentialities, we have unfinished business. So long as there are citizens of our State who are unemployed because of educational deficiencies, we have unfinished business. So long as we have students floundering in subject matter which is neither interesting nor productive, we have unfinished business. So long as a high percentage of our youth are rejected by the military services because of educational and health deficiencies, we have unfinished business. So long as we have bright, ambitious high school graduates who are denied college admission because of lack of funds, we have unfinished business. These citations are indicative of but a few of the many opportunities awaiting us in the days ahead. . . .

Even while wishing that all items of unfinished business might claim our attention simultaneously, let me begin by asserting that one item of unfinished business that is uppermost in my mind and in the mind of countless other citizens of this State—is the implementation of the concept of universal education. . . .

I contend that we have unfinished business to the nth degree until such time as we really take the necessary steps to implement the concept, the philosophy, the claim of universal education by providing at State and/or local expense the services of competent attendance counsellors in every school administrative unit in this State. . . .

After getting and keeping all children in school I would call up as unfinished business our primary responsibility and opportunity, namely, the identification of purpose in our instruction and, then, the modification of our curriculum accordingly. In a system of compulsory education, mediocre instruction cannot be tolerated; to the contrary, opportunity for learning must always be good. . . .

Having agreed on our basic purpose and the curriculum to implement that purpose, we now can move to a third item of unfinished business: the inadequacy of up-to-date books—textbooks, library books, and supplementary books—but particularly basal textbooks, and, more specifically, basal textbooks at the junior and senior high school levels. . . .

Another opportunity that must continuously challenge us is the extension of the scope of public education. I know, as do you, that we have not exhausted our possibilities in depth, but I would assert that we must extend the breadth of education in order to achieve more successfully within our present areas of operation. For example, I believe that we could accomplish more in the first grade if children had had a good year in a good kindergarten; likewise, I feel confident that our high school instruction would be more meaningful if high school graduates could be assured of the opportunity to continue their education in a community college or an industrial education center. . . .

A fifth item of unfinished business is the construction and the maintenance of school facilities. Unit by unit, our record in making an educational survey, in projecting a desirable curriculum, in planning an organizational pattern,

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CHARLES F. CARROLL
State Supt. of Public Instruction
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L. H. JOBE, J. E. MILLER,
V. M. MULHOLLAND, RONALD E. WARE
April, 1962

and, finally, in constructing a school plant, is good. Our progress in this area is highly commendable, and yet much remains to be accomplished, particularly in the consolidation of small high schools. . . .

A sixth item of unfinished business is the development of a plan for financing education in this State. There are many theories of school finance but the most acceptable theory appears to be the one which involves State, federal, and local governmental agencies in a joint relationship with each of the three levels of government assuming a proportionate share of the cost based on need, effort, and ability. . . .

Finally, and without elaboration, another item of unfinished business, which perhaps should always remain on the agenda, concerns our relationships within our school systems, with other educational institutions and agencies, and with the parent public. The complex pattern of education which is emerging shall demand of all of us our best skill in coordinating and articulating the many levels and facets of our entire operation. As we devise, for children, comprehensive and extensive programs of education, let us be sure that these children will not experience shocking changes as they move from elementary school to junior high school to senior high school to college. Sequence and consistency are absolutely essential if we are to prevent the frustrations which too frequently lead to failure and from failure to an attitude of futility. Our schools must always be for children and never against children.

These are some of several items of unfinished business on our agenda. They afford us unlimited opportunities in the months and years ahead; they constitute the challenge to which we shall respond with intelligence and diligence, for we cherish nothing more than that our children shall be better educated than we. With this assertion we declare anew our faith in the power of education to banish ignorance, to liberate the mind, and to establish truth. This is and this always will be our unfinished business.

Significant Safeguards to Quality

As North Carolina moves forward in its intensified program for improving educational opportunities, every reasonable safeguard should be employed for guaranteeing programs of quality. In this connection, it should be remembered that educational programs have quality or lack quality only as they have meaning for individuals. Programs on paper may have potentialities, but until they are implemented in terms of specific individuals, they have only limited value.

The importance of cooperatively formulated educational goals in terms of what is known about youth, the learning process itself, and the society in which we live is well recognized by increasing numbers. Too often, however, well-meaning educators and parents are tempted to borrow programs which have evolved elsewhere without giving themselves the opportunity to determine philosophy, purposes, and objectives. A significant safeguard to quality lies in local self-determination of what the schools are for and how best they can go about the business of accomplishing their goals.

As a sound educational philosophy evolves, and as long-range goals are determined, day-by-day objectives take on real meaning for teachers and pupils alike. Here, too, is another safeguard to quality; for unless the day-by-day goals have meaning in terms of the long-range goals, education becomes confused, fragmented, and empty.

Educational goals should be committed to writing, since this very act demands sharper and more exacting thinking than informal discussions and agreements. And in written form, these goals can be of inestimable value, not only as useful guides, but as stimulating reminders, urging all concerned to measure up to the best thinking of the group which has engaged in the planning. The safeguard of committing goals to writing, and modifying them, of course, when desirable, is gaining wide acceptance among those who are serious about improving education. Utilizing this approach, teachers find that they are growing in service, that they are more secure in their teaching, and that they are more satisfied with the results of their efforts.

Quality in education demands self-determination of goals; and, when these are clearly delineated in writing, their accomplishment is well under way.

Commendable Cooperation

Behind the scenes of the proposed Approved Program Approach to teacher education and certification in the State, more than 500 North Carolinians are volunteering their experiences and services. They are the members of committees and subcommittees working under supervision of the 55-man State Advisory Council on Teacher Education and Professional Standards. Their grassroots leadership represents a cross-section of educational interests in the State.

At the heart of their concerted effort is a consensus that quality education requires—as its largest in-

(Continued on page 4)

Montgomery and Iredell Counties Send Student Delegates to Safety Conference

North Carolina schools were represented at the twenty-third annual Southern Safety Conference in Little Rock, Arkansas, on March 4, 5, and 6, by eleven high school students and two chaperones.

The conference is an annual gathering of safety leaders in education, safety engineering, medicine and nursing, insurance, and enforcement organizations, and related activities, public and private, for exchanging safety information. Its youth section was attended this year by 385 high school students in a total attendance of about 1500 persons. The youth section was divided into farm, home, traffic, and school safety activities. The students also attended appropriate general sessions including water safety. Demonstrations of safe practices, equipment, and planning for safety highlighted the meeting.

Commendable Cooperation

(Continued from page 3)

gradient aside from pupil effort—quality teachers. Quality teachers depend in large measure upon quality teacher-education programs. Quality teacher-education programs depend upon standards and guidelines of genuine value; and value depends upon proof and comparisons. Proof of the programs in teacher preparation is in the results demonstrated in primary and secondary school classrooms.

On this scene a new perspective is drawn by the Advisory Council and its collaborators in the proposed program for teacher education and certification. This new perspective is a systematic and enlarged *communication* between the teacher-preparing institutions and the educational activities of the State that depends mainly upon them for providing quality teachers. Cooperation that has evolved since the State Board of Education approved the projected program, in principle, on January 5, 1961, authorizing the Advisory Council on Teacher Education and Professional Standards to go ahead, is commendable.

Students from North Carolina attending were: Kattie Bell Poe of West Montgomery High School, Mount Gil-ead, moderator of panel discussion on "Building Desirable Attitudes for Youth in School Safety," and Ernie Foushee, East Montgomery High School, Biscoe, panel member; Mike Douglas, West Montgomery High School, group leader in school safety workshops, and Marie Thompson, West Montgomery High, recorder; Wanda McGaskill, Candor High School, Candor, panel member on "Building Desirable Attitudes for Youth in Traffic Safety"; Gay Chapel, East Montgomery High, co-leader of home safety workshop, and E. T. Thompson, West Montgomery High, recorder; Noland Sanders, East Montgomery High, leader of farm safety workshops; and Douglas Bird, West Montgomery, panel member on "Building Desirable Attitudes for Youth in Farm Safety"; and Ann Hostetler of Scotts High School, Scotts, Iredell County, a participant in school and home safety sessions. Invocation at the closing session was given by Dwight Saunders, East Montgomery High School. The students attended various sessions as official delegates when their own groups were not in session.

Adults accompanying the students were Mr. and Mrs. Alfred Robinson Wilson, Jr., teachers in Montgomery County schools, as chaperones and adult delegates. Attending from the State Department of Public Instruction were James E. Hall and George D. Maddrey of the Driver and Safety Education section. Hall was an advisor in traffic safety workshops, and Maddrey was an advisor in water safety activities.

Montgomery County student delegates with their chaperones attended through the cooperation of Superintendent S. H. Helton of the county school system, The County School Safety committee, and support groups. "Superintendent Helton has been among the leaders of the State in effective safety education for many years," says John Noe, supervisor of Driver and Safety Education, SDPI.

The area represented in the annual conferences includes 14 southeastern states: Texas, Oklahoma, Arkansas, Louisiana, Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, Tennessee, Kentucky, West Virginia, and Virginia.

Next year's conference will be at Jackson, Mississippi.

Efland Public Kindergartens

The Orange County board of education authorized what it believes to be the first kindergartens to operate in the public school systems of North Carolina at its meeting on March 5. The kindergartens will operate at Efland elementary school and at Efland-Cheeks Negro elementary school during the next school year, with cooperation of a University of North Carolina research program. Minimum age limit will be five years.

Governor Sanford Names April 8-14 As Library Week

Governor Terry Sanford has designated the week of April 8-14 as National Library Week in North Carolina.

In his proclamation the Governor said in part, "We live in a world which demands a rededication to the enduring intellectual and spiritual values essential to the progress of a free people and a free society. This faith in freedom can be derived from a knowledge of our great cultural heritage as revealed by the outstanding writers of the past and present.

"North Carolinians are fortunate in having available to them growing collections of books in our school libraries, public libraries, college and university libraries and special libraries—all of which are valuable sources of knowledge and enlightenment, representing the accumulated experience of all mankind.

"In recognition of the fact that our freedom to read imposes a responsibility on all of us to make constant and beneficial use of our library facilities," the Governor continued, "I am glad to designate the week of April 8-14, 1962, as National Library Week in North Carolina, and urge that all citizens unite in this effort to achieve a better-read, better-informed America, to stimulate interest in libraries of all kinds to the end that we realize the full potential of our national purpose."

Plans for observance of National Library Week are reported from school, college, and public libraries throughout the State. The School Library Services Section, State Department of Public Instruction, has called attention to the availability of a special School Kit containing activity suggestions, teaching aids and display materials for school librarians and teachers. Price is one dollar from National Library Week, Box 700, Great Neck, New York, with deadline for orders March 23.

History of Mental Health Work in State Is Issued

A history of mental health work in North Carolina from 1848 through 1961 has just been published by the North Carolina Mental Health Association. The author is Miss Ethel M. Speas, of Raleigh, who was executive secretary of the Association from 1951 to 1957.

The volume includes descriptions of the roles of Dorothea L. Dix over 100 years ago, and of Clifford W. Beers and others in promoting mental health activities in the State. It has extensive references to source materials, and an appendix containing a condensed history of mental health events, 1848-1961. Titled "History of the Voluntary Mental Health Movement in North Carolina," the volume has 140 pages, and sells for \$1.25 paperbound, \$2.25 clothbound, with reduced rates for quantities, from the N. C. Mental Health Association, Box 858, Greenville, N. C.

National Leader Says Children Now Read Better

"The evidence indicates that the present generation of children is superior in the three R's to their parents and grandparents. They read more books and they read them faster and with better understanding."

This encouraging comment was made by Dr. Emmett A. Betts, Director of the Betts International Reading Conference, to be held at National College of Education, Evanston, Illinois, August 7-11, 1961. This Reading Conference, conducted each year at various places throughout the United States, will be the climax of the 75th Anniversary Year at National College of Education. "Building Each Complete Life Through Reading Skills" will be the theme of the Conference in 1961.

Dr. Betts said, "At this conference, we will consider every reading problem from that of the bright boy who, for some reason, cannot read, to the youngster whose reading difficulties lie in the field of abnormal psychology. Physical and emotional disabilities, often unrecognized, are a prime cause for many tens of thousands of youngsters in the United States being unable to learn to read properly."

A national leader in the teaching of reading, Dr. Betts until recently was a member of the faculty of Temple University, where he headed the Reading Clinic. He has published more than 500 books and articles on his subject; and his *Foundations of Reading Instruction* is one of the most widely used books on the teaching of reading.

Background For Approved Program Approach Is Described to State-wide Conference

Background of North Carolina's proposed change in approach to teacher education and certification, from basing certification on specified hours and courses to approval of teacher-preparing institutions and their programs, was given by Dr. Guy B. Phillips in a speech to the State-wide Conference on Teacher Education in Raleigh on March 9. Dr. Phillips is professor and former dean of the School of Education, University of North Carolina, Chapel Hill, a public school teacher and administrator and college teacher in education during most of the present century. He described the evolution of close teamwork between the teaching profession in the schools and the colleges that train teachers in State-wide and national implications.

"The decade of 1950 proved to be the turning point with respect to attitudes about teacher education in America," Dr. Phillips told the nearly 500 delegates consisting of a cross-section of educational and lay interests in teacher education in the State. "In the early years of this period, conflict, dispute, and frustration prevailed. A running feud existed between the academic world and the professional world. This came at a period when the forward thrust of Russian scientific effort frightened American citizens. As a result of all this conflict and discussion on a nationwide scale, a conference was finally called at Bowling Green, Kentucky, in 1958, which became the first significant step forward in bringing together the warring forces with respect to teacher education. . . . The concept that an institution's contribution to teacher education must become a total commitment began to be realized. . . . Two conferences followed in succeeding years in Kansas and in San Diego. As a result of this effort, a point of view was being developed to encourage the enrichment of the total program of teacher education.

"Your task," Dr. Phillips told the delegates, "has been and will continue to be to alert the North Carolina institutions to the challenge of constructive leadership in this field. You have as your contributions the establishment of the guidelines to be followed by the various institutions in implementing the new program. You have made much progress to date, and it is hoped that the outcome of this immediate conference will lay the groundwork for the future. . . .

"You are today completing your work on the preliminary guidelines which

must be used in developing the new approach program in teacher education in North Carolina. . . . You are being challenged to set the boundaries within which teacher education must take place in this State. . . . There must be freedom to experiment but controls and limitations to guarantee quality effort."

In conclusion, Dr. Phillips said the "goal is to prepare individuals and to invite individuals to be prepared for a task unequalled in scope and importance by any other in the State—teaching."

Conference orientation was by Kenneth E. Howe, dean, School of Education, Woman's College, University of North Carolina. After a general meeting, the conference divided into planned study groups to review proposed guidelines and standards prepared by subcommittees during the past year on teacher education programs in the following areas: Institutional Standards; General Education; Professional Education; Business Education; English, Foreign Languages; Industrial Arts; Mathematics; Science; Social Studies; Art; Health and Physical Education; Library Science; Music; Special Education; Agriculture; Home Economics; Junior High School; Counselor; Supervisor; Principal.

Presiding over the conference was J. P. Freeman, Director, Division of Professional Services, State Department of Public Instruction, who is chairman of the State Advisory Council on Teacher Education and Professional Standards.

Laboratories, Cafeterias Lead National Construction

School building new construction projects to be started in the United States during 1962 total 1,379 and additions to present buildings total 1,143, according to actual count through school superintendents made by School Construction Reporting Service, reprinted in The School Market Report monthly newspaper for January, 1962.

In secondary schools the leading new structures and additions combined will be science laboratories, 646; home economics laboratories, 596; cafeterias or cafeteriums, 557; shops, 512; and kitchens, 489. In elementary schools the leading new and additional structures will be: cafeterias or cafeteriums, 527; playgrounds, 449; kitchens, 431; libraries, 218; and gymnasium-auditoriums, 177.

President of National Foundation Calls For Critical Approach in Learning

Parents and teachers should develop leadership in young people by stimulating them to critically question what they read, see, and hear, and to form their own opinions, says Dr. Basil O'Connor, president of the National Foundation, in a 16-page pamphlet just issued by the Foundation. The pamphlet, titled, "The Future of Leadership," is the text of a speech by Dr. O'Connor on January 11 at a dinner marking his seventieth birthday, in New York.

"We are educating young people for conformity, and the price that we are paying is the retreat from leadership," Dr. O'Connor says. "If young people are afraid to become leaders today, it is not because they are weak in character. It is because their education has not been geared to the conditions of today. The influence of the organs of opinion, of newspapers and television, of films and books, has grown enormously in my lifetime. Therefore, it has become more important with each year to teach people to be critical of what they read, what they hear, and what they see. But has education done anything in my lifetime to teach people to be critical? Nothing of the kind. Our system of education pays as little attention to the critical faculty today as it did 70 years ago. We are not stimulating them to exercise their judgments every day."

Dr. O'Connor continues, "Yet the essence of leadership is to resist accepted opinion, to have a mind of one's own. . . . It does not need a leader to say what other people are already saying. It needs a leader to say what other people are *not* saying so that people may hear the other side of the record and have at least some opportunity to consider the subject fully and form an intelligent judgment thereon."

He asks, "Can parents or teachers impress the young with the sanctity of the individual and the necessity of individual expression when they themselves have lapsed into the silence of seemingly comfortable conformation? . . . Gently but firmly, it is brought home to us from childhood that pleasant, reliable, decent people do not hold opinions which differ from their neighbors! 'Buy it—everyone else is buying it,' cry the advertisements. 'Think it—everyone else is thinking it,' shout the editorials. And the consultants in depth psychology nod with approval at this happy display of what they call togetherness.

"You must not think that I exaggerate. There is now good scientific evidence that a high proportion of peo-

ple, and specifically young people, would rather say that black is white than find themselves out of step with their friends. This is laterally so. For example, Professor Stanley Milgram of Yale has just described, in last month's issue of the *Scientific American*, his tests on students who were asked which of two sounds lasted longer. You understand, there was no doubt, in fact or in the student's mind which sound lasted longer—they were clearly differentiated. Yet notice what happens when a group of students conspires to try to influence one of their number. If five students deliberately say, one after the other, that the shorter sound seems to them to have been the longer, the sixth student weakens and more than half the time he gives way. He denies the plain evidence of his senses, and prefers to say what the rest of the group is saying. Professor Milgram's experiments were made in France and Norway, but the case is just the same in America, as Professor Asch showed in similar experiments six years ago. In the face of group pressure, people give up their own judgment, even on plain matters of fact. Is it any wonder that, in the face of group pressure, they dare not back their judgment in those much more delicate issues which are matters of opinion?"

"This is one reason why leadership is more difficult today — because the pressure of public opinion is stronger, more pervasive and more difficult to resist than it has ever been before," Dr. O'Connor comments.

Dr. O'Connor has been president of the National Foundation since its beginning 25 years ago as the National Foundation for Infantile Paralysis. Under grants from this foundation, Dr. Jonas Salk developed the vaccine for infantile paralysis required for all school children in North Carolina, and in other states. The foundation provides scholarships to high school graduates and others in North Carolina and other states to prepare for careers in medical research, medical social service, occupational therapy, and related fields.

Dr. O'Connor is a lawyer, and was a partner with Franklin D. Roosevelt from 1925 until the latter assumed the office of President of the United States in 1933. From 1944 to 1949 he was also president of the American Red Cross, and has headed numerous other socio-medical-service organizations, domestic and international, all without pay. His biography in "Who's Who in America"

shows he was born at Taunton, Massachusetts, January 8, 1892, received the bachelor of arts degree from Dartmouth College in 1912, and the bachelor of laws from Harvard University in 1952. Numerous honorary degrees are listed.

The pamphlet containing the full text of his speech of January 11, 1962, is published by The National Foundation, 800 Second Avenue, New York 17, New York.

Purchasing Manual

An everyday handbook for school purchasing officials is being mailed to members by the Association of School Business Officials, 1010 Church Street, Evanston, Illinois. The volume, "Purchasing and Supply Management Manual for School Business Officials, 1962," has 144 pages, and sells for \$2.50 to nonmembers. It has sections on purchase and management of educational supplies; purchase of furniture and equipment; a plan for procurement of equipment for new school buildings; value analysis; warehousing, inventory control, and distribution; staffing; ethics in purchasing; and bibliography.

UNC Summer Program Offers Wide Selection

The University of North Carolina will offer a variety of courses during the 1962 summer session, according to the *Record*, released on February 10.

Besides numerous regular courses of interest to teachers, administrators, and school librarians, it lists special programs including: Administrative Institute for Beginning Elementary School Principals; Summer Institute of Science and Mathematics for high school teachers; Summer Institute in Earth Sciences for junior and senior high school science teachers; Summer Conference of English Teachers; Program for Teachers in Special Education; Institute for Secondary and Elementary Teachers of French; Program for Supervisors of Student Teaching; Institute in Economics for Secondary Teachers of Social Studies; Summer Asia Program; and Twelfth Annual Clinic for Piano Teachers and Students.

Some of the programs carry stipends or scholarship grants; most include credit courses. The institutes and special programs are scheduled at various dates, mostly in the first half of the summer. The first term of regular summer courses begins June 7 and ends July 17; the second term runs from July 18 through August 25.

College Support is Ranked

North Carolina was ranked fifth among sixteen southeastern states on tax support of higher education according to personal income for fiscal year 1960, with expenditures of \$5.56 per \$1,000 as reported by the Southern Regional Education Board in a survey just concluded. Arkansas ranked first with \$8.09, and Florida sixteenth with \$3.28. The national average was given as \$4.72 per \$1,000 of taxable personal income. The survey gave North Carolina credit for appropriations of approximately \$29,123,000 in 1960-61, and \$35,678,000 in 1961-62, not ranking the various states for the current school year.

Centers for Industrial Education Are Praised

North Carolina's industrial education centers are praised for effectiveness in preparing unskilled persons for skilled occupations and for upgrading skills of employed persons in a south-wide review by Samuel P. Wiggins, an associate director of the Center for Southern Education Studies, George Peabody College for Teachers, Nashville, Tennessee. Priced at one dollar, the 65-page booklet containing his review was distributed in February.

Concerning this State's program the author says, "Recent developments in North Carolina point to what can be accomplished through sustained, valiant efforts of state and local leaders. Conversion from a basic agricultural economy to one with a strong foundation in industry created a problem of how to equip the vast available labor market with the knowledge and experience to move into industry." A brief description of the program follows, ending with the comment, "North Carolina's industrialists are enthusiastic about the industrial education center program. It encourages industries to locate in North Carolina, raises the economic level of the area, and broadens and stabilizes the source of income for the State's citizens."

The volume is largely comments on the philosophy of actions being taken in southern states to solve unemployment problems through vocational training in high schools and beyond high schools. It stresses the author's view of the importance of school guidance services for individuals choosing a vocation and entering training. The author also supports general high school training, including training for citizenship, as background for occupational schooling.

Garinger Receives Distinguished Award At AASA Convention in Atlantic City

Dr. Elmer H. Garinger, superintendent of the Charlotte-Mecklenburg Schools, was the recipient of a Distinguished Service Award in school administration at the annual convention of the American Association of School Administrators, held in Atlantic City, February 17-21. The award was presented Dr. Garinger at the sixth general session of the convention, at which time five other educators were also honored.

Dr. Garinger was recognized for his contribution to education in the local community during the past 41 years. From 1921 to 1945 he served as principal of Central High School in Charlotte. In 1945 he was named associate superintendent of the Charlotte City Schools and was made superintendent in 1949. When the local city and county schools units were merged on July 1, 1960, Dr. Garinger became superintendent of the consolidated school system. He holds an A.B. degree from the University of Missouri and M.A. and Ph.D. degrees from Teachers College, Columbia University.

His dissertation on *The Administration of Discipline in the High School* has been widely recognized throughout the nation. He is also the author of three chapters in the book entitled *Administrative Practices in Large High Schools*. Dr. Garinger has taught in the summer schools at George Peabody College for Teachers, the University of North Carolina, the University of Missouri, and Clark University, Worcester, Massachusetts. He is listed in *Leaders in Education*, *Who's Who in Education*, *Who's Who in the South and Southwest*, and *Who's Who in Methodism*.

Others who were honored with Distinguished Service Awards are as follows: Dr. Philip H. Falk, Superintendent of Schools, Madison, Wisconsin; Dr. Henry Hill, President Emeritus, George Peabody College for Teachers, Nashville, Tennessee; Dr. E. O. Melby, Distinguished Professor of Education, Michigan State University, East Lansing, Michigan; Dr. Rex Putnam, Superintendent of Public Instruction, State Department of Education, Salem, Oregon (retired); and Dr. A. J. Stoddard, Educational Consultant, Fund for the Advancement of Education, New York City.

To be eligible for this award, a person must have rendered distinguished service to education over a period of

years. Those to receive the award are selected by the AASA Executive Committee.

Value of Education Grows

Average lifetime earning expectancy rose significantly between 1946 and 1948 except for persons having less than eight years of school, Paul F. Johnston of the Iowa State Board of Public Instruction finds in an analysis released February 7. He used data from annual income surveys of the Bureau of the Census from 1939 through 1958 for his projections.

He shows the increasing effects of completing high school on earning power: in 1946 high school graduates on the average had a lifetime earning expectancy only 35 per cent more than elementary school graduates, but the high school advantage increased to 44 per cent in 1958. The spread between high school graduates and college graduates is widening even more: in 1946, Johnston finds, "college graduates could expect to earn, from age 25 to 64, only 48 per cent more than high school graduates," but twelve years later the ratio was "70 per cent more than high school graduates," Johnston concludes.

Safety Magic Show Returns For Tour of High Schools

The Safety Magic show again is on tour of North Carolina high schools. This time it will appear in 20 schools in the eastern half of the State. In five previous years the show has been given in 80 schools throughout the State and over local television stations. During the past 20 years it was seen by more than two million high school students in 42 states.

The magician is Lieutenant Carl S. Pike, on leave from the Kent County Sheriff's Department, Grand Rapids, Michigan. For some 20 years he has been a policeman, specializing in safety instruction. Previously he was on the stage as a professional magician. Sponsors of the school tour in the State are the North Carolina Motor Carriers Association and the American Trucking Associations. The show contains no advertising, and it is approved by the Driver and Safety Education office of the State Department of Public Instruction.

State School Facts

Less Than Half Teacher Education Graduates Take Teaching Position's in State's Schools

Less than half of the 1961 graduates from North Carolina institutions of higher learning who qualified as teachers were actually employed as teachers in 1961-62, according to a study made recently by the State Department of Public Instruction.

A total of 3,868 graduates qualified as teachers, the study shows, but only 1,890 (48.8%) took positions as teachers in North Carolina public schools. The remaining number who qualified, 1,978, took positions as teachers out of the State (20.5%) or did not teach (30.7%).

Table I

Table I shows a breakdown of these 3,868 teacher education graduates of 1961 by race (white and Negro) and by elementary and high school for each race both by number and by per cent.

White. Of the 1961 white graduates, 2,974, 70.9 per cent took teaching positions the following fall. But just half of these graduates accepted positions in North Carolina public schools. The other half either taught in schools outside this State (20.9%) or did not teach (29.1%). The table shows in so far as possible what those who did not teach were doing.

Comparing "elementary" and "high school", it is observed that 80 per cent of those who qualified as elementary teachers took positions as teachers, whereas only 66.8 per cent of those graduates qualifying as high school teachers were actually employed as high school teachers. But when the

shortage was greater than for preceding years.

Though the need has not been constant for the years indicated, it is noticeable that the need was greater in 1961 in all areas than for preceding years. And though a larger number were employed in 1961 for the high schools for both races, here was a decrease in the number of these newly qualified teachers employed for the elementary schools. Thus the shortage was greater in 1961 in all areas.

Table III

Table III shows the following facts concerning North Carolina teacher education graduates for the past eight years, 1945 to 1961, by race for elementary and high schools:

Number qualifying for teaching
Number teaching in the State
Number teaching outside the State
Number not teaching
Per cent teaching
Per cent teaching in State
Per cent teaching outside State
Per cent not teaching

White. As to the number of whites qualifying, it is observed that the number of elementary teachers has not improved since 1959 when nearly 1000 (994) qualified. In the case of high schools, however, the number qualifying has nearly doubled since 1955.

The number and percentage of those qualifying who were employed the following year increased in the case of

II. TEACHER NEED, NEW TEACHERS EMPLOYED, AND TEACHER SHORTAGE IN NORTH CAROLINA PUBLIC SCHOOLS

Elementary

Year	Need	WHITE *Employed	Shortage	Need	NEGRO *Employed	Shortage
1955	1,697	409	1,288	455	190	265
1956	1,831	458	1,373	472	219	253
1957	1,719	570	1,149	476	275	201
1958	1,627	480	1,147	518	249	269
1959	1,754	586	1,168	470	220	250
1960	1,864	559	1,305	496	222	274
1961	2,097	540	1,557	652	209	443

High School

Year	Need	WHITE *Employed	Shortage	Need	NEGRO *Employed	Shortage
1955	905	491	414	250	150	80
1956	934	484	450	242	132	110
1957	951	671	280	211	158	53
1958	1,047	760	287	213	141	69
1959	1,089	760	329	275	147	128
1960	985	827	158	229	105	124
1961	1,354	947	407	393	191	199

Total

Year	Need	WHITE *Employed	Shortage	Need	NEGRO *Employed	Shortage
1955	2,602	900	1,702	685	340	345
1956	2,765	942	1,823	714	351	363
1957	2,674	1,241	1,433	687	333	354
1958	2,674	1,240	1,434	721	337	384
1959	2,843	1,346	1,497	745	357	388
1960	2,849	1,386	1,463	725	327	398
1961	3,451	1,487	1,964	1,015	403	642

* Teaching in North Carolina.

III. TEACHER EDUCATION GRADUATES

Total Quality line	Number				Per Cent			
	Teaching	In State	Outside State	Not Teaching				
	Teaching	In State	Outside State	Not Teaching	Teaching	In State	Outside State	Not Teaching

White Elem.:

Year	Teaching	In State	Outside State	Not Teaching	Per Cent
1954	507	409	98	67	77
1955	581	458	123	89	77
1956	726	570	156	105	77
1957	663	480	183	105	77
1958	694	586	208	122	77
1959	767	614	253	137	77
1960	767	614	253	137	77
1961	767	614	253	137	77

Negroes. When that part of Table I applying to Negroes is examined, it is observed that the same pattern obtains as in case of the white schools except on a lower level. A lower percentage of those qualifying in 1961 took positions as teachers and a still lower percentage were employed to teach in North Carolina public schools. Thus larger percentages did not teach.

Table II

Table II shows by race for elementary and high schools for the past seven years: the need, the number employed, and the shortage.

According to this Table there was a total shortage of 2,696 qualified teachers in 1961, 1,964 white and 642 Negro. The need, on the other hand, was 4,496, 3,451 white and 1,045 Negro. Since only 1,890 of those qualifying for teaching actually took positions in the State, and since the need was greater the

there was a further decrease in 1961 following the decrease in 1960.

More than 20 per cent of the graduates qualifying as teachers taught outside the State—21.1 per cent of the elementary and 20.8 per cent of the high school. Another 20 per cent of those qualifying for elementary teaching did not teach at all, whereas a third of those qualifying as high school teachers did not teach.

Negro. In the case of teacher education graduates of Negro institutions, the pattern is similar but not the same as for whites. Not as many qualified as teachers in 1960 and 1961 as did in 1959. The number employed as teachers has varied for both elementary and high schools. The percentage figures show, however, that North Carolina employed a greater percentage of the Negro teacher education graduates in 1961 than in preceding years.

I. 1961 TEACHER EDUCATION GRADUATES

	NUMBER		PER CENT	
	Elem.	H. S.	Elem.	H. S.
Total Qualifying	917	2,057	100.0	100.0
Teaching	754	1,375	80.0	66.8
In State	540	947	58.9	46.0
Outside State	194	428	21.1	20.8
Not teaching	183	682	20.0	33.2
Otherwise employed	12	241	1.3	11.7
Continuing study	10	134	1.1	6.5
Military service	1	36	.3	1.8
Homemaking (women)	30	66	3.3	3.2
Seeking teaching position	—	5	—	.3
Seeking non-teaching job	—	8	—	.4
No information	150	192	14.3	9.3
				10.9

Negro

Total Qualifying	409	485	100.0	100.0
Teaching	252	281	61.4	57.9
In State	209	194	51.1	40.0
Outside State	83	170	20.3	35.3
Not teaching	117	204	28.6	42.1
Otherwise employed	11	66	2.7	13.6
Continuing study	2	31	.5	6.4
Military service	3	11	.7	2.3
Homemaking (women)	6	10	1.5	2.1
Seeking teaching position	11	17	2.7	3.5
Seeking non-teaching job	—	3	—	.6
No information	84	66	20.5	13.6
				16.8

Recent, Readable, and Reliable

New Teaching Aids for the American Classroom is rapidly gaining prestige as a publication with which every educator should be familiar. In view of the rapid progress which has been made in recent years in the area of teaching aids, it is imperative that school personnel have assistance in evaluating the effectiveness of these aids. Already research has much to contribute relative to the use of television, and daily new knowledge is available concerning other teaching aids.

Recognizing the need for bringing together much of the available information about new teaching aids, the United States Office of Education and the Institute for Communication Research of Stanford University recently sponsored a symposium on the state of research in instructional television and tutorial machines. This 173-page volume includes the proceedings of this symposium.

Section one deals with the classroom of tomorrow and has chapters on "Social Trends and Problems for Tomorrow's Schools," "The Nature of Tomorrow's Classroom," and "Old and New Teaching Aids." Section two on research background includes chapters on "Learning Theory and Its Applica-

the Use of New Educational Media," and "Television in the Life of the Child—Implications for the School." The final section has chapters on the following topics: "Approaches to Promising Areas of Research in the Field of Instructional Television," "The Usable Residue of Educational Film Research," "The Development and Role of Teaching Aids in the Armed Forces," and "The Development and Teaching Machines and Programmed Self-Instruction."

The latter chapter will be of particular interest to educators, since its emphasis is on application of the concept of automation to the learning process. Advantages and disadvantages of "teaching machines" are explored by A. A. Lumsdaine, one of America's outstanding personalities in the area of teaching aids.

Each section is followed by annotated references which should be of tremendous value to those desiring to become better acquainted with new teaching aids for the American classroom. Thirty-six selected items, for example, are included in the section on instructional television.

This volume is published by the Institute for Communication Research, Stanford University, Stanford, California.

1954	550	300	225	75	250	54.2	40.9	13.6	45.3
1955	545	271	190	81	274	51.7	34.9	14.8	50.3
1956	501	294	219	75	307	58.1	43.1	15.0	53.2
1957	560	317	275	102	283	57.3	49.1	18.2	52.9
1958	530	317	259	68	232	55.5	41.0	12.3	59.7
1959	496	311	249	91	185	62.7	44.4	18.3	57.6
1960	443	303	222	81	140	58.4	50.1	18.3	57.6
1961	409	292	209	83	117	71.4	51.1	20.3	58.6
Negro H.S.:									
1954	511	175	101	74	336	34.2	19.8	14.4	65.8
1955	552	233	150	83	319	42.2	27.2	15.0	57.8
1956	483	198	132	66	282	41.0	27.3	13.7	59.0
1957	508	229	158	71	279	45.1	31.1	14.0	54.9
1958	474	217	144	72	257	45.8	30.4	15.4	54.2
1959	537	232	147	85	305	43.2	27.4	15.8	56.8
1960	474	173	105	68	301	36.5	22.2	14.3	63.5
1961	485	281	194	87	204	57.9	40.9	17.9	42.1

Proposal Made To Overhaul Pa. School System

A drastic overhaul of the entire system of public education in Pennsylvania is proposed by the Governor's Committee on Education, formed a year ago to study the system and recommend changes.

The 35-member citizens group recommends:

- Doubling of school expenditures by the state and local districts in the decade of the 60's, to reach expenditures of \$1.65 billion in 1969-70.
- Compulsory consolidation of the state's 2,244 school districts into units with about 10,000 pupils each.
- Community colleges to be established for 79,000 students; the 14 teacher-training colleges to be converted into liberal arts institutions with enrollment tripled, to 60,000; Pennsylvania State University to expand to provide for 35,000 students on main campus alone.
- State scholarships of \$100 to \$1,000, in number equal to 5 per cent of each year's high-school graduating class, aimed at assuring that no qualified student would be barred from college for financial reasons.
- Starting salaries of school teachers to be raised \$600 a year at once to \$4,200, with regular increases to bring average to \$8,100 a year by 1970.
- A fifth year of college preparation to be required for full certification of teachers, half the cost of the fifth year to be paid by the state.

The committee proposes a revised formula for state subsidies to local school districts, but retaining the 50-50 cost-sharing principle. Local districts, for the first time, would share in cost of higher education by assuming half the cost of community colleges.

The committee recommends that the state share in cost of special programs for the gifted students, the culturally deprived, the emotionally disturbed. State would aid districts also in providing libraries, counseling, summer programs.

Broadening of high-school curriculums is recommended, and each high school would be expected to provide courses in quantity and quality adequate to prepare students for college. High schools lacking accreditation would be taken over by the State.

Governor Lawrence also asked the committee to recommend revenue sources to finance proposed changes.

The committee enumerated 11 state taxes which might be increased (bank shares, capital stock, cigarettes, etc.), a state income or wage tax, and several types of graduated income tax, tional admendment.—Education U.S.A.

North Dakota Shelters

Construction of school fallout shelters "should be a general public responsibility and not of the board of education, school, administrator, and teaching staff alone. Such projects should be financed by appropriations outside the school budgets," the North Dakota Department of Public Instruction says in its Education Bulletin of February 20, 1962.

Fuller Joins Department As Assistant To Jobe

Harold B. Fuller, Raleigh native, joined the State Department of Public Instruction on March 15 as administrative assistant in the publications and central services section.

Mr. Fuller will work with L. H. Jobe, director of publications, in the purchasing and distribution of supplies. He will also assist in duplication and printing of the forms, bulletins and other materials used in the administration of the Department and the operation of the public schools.

Mr. Fuller received his B.S. degree from Wake Forest College in 1950. He has taken graduate work at the University of North Carolina. He also successfully completed a 13-weeks course with the U. S. Army Personnel School, Camp Hood, Texas.

Prior to his coming with the Department, Mr. Fuller was manager and co-owner of a store in Buxton, N. C. In this position, he was responsible for purchases, sales, and the maintenance and preparation of all records. From 1950 to 1956, he was with the North Carolina Department of Revenue as liaison between the Raleigh office and the field in the enforcement and collection of all taxes levied under State revenue laws.

Before his college entrance, Mr. Fuller served for three years with the U. S. Army at Camp Hood, Texas and in the European Theatre of Operations.

Mr. and Mrs. Fuller live at 112 Dixie Trail, Raleigh.

Study of External Tests Is Made By National Group

Standardized external tests of the 20 national testing programs are described as static tools that cannot measure dynamic qualities in a two-year study of external testing in secondary schools, released at the annual convention of the American Association of School Administrators (AASA) in Atlantic City, February 19-21. The study was sponsored jointly by the AASA, the Council of Chief State School Officers, and the National Association of Secondary-School Principals.

These tests, the study says, are thwarting the broad humane function of the secondary school, "tend to influence curriculum, and are used as a ticket to get past the college gate. The report declares secondary schools are not "farm clubs" for higher education, that the tests are time-consuming, and are costly for the student.

The joint report recommends, among other things: periodic evaluation of the external testing program, at the AASA level; establishment of equivalency tables, so that a score on one test can be used in lieu of conducting another; giving the tests outside of regular class time and without cost to the student.

Change of Surplus Agency Designation Is Announced

The State government's office responsible for administering donations of Federal surplus property to State-supported institutions and State agencies is redesignated as the Federal Property Agency, Purchase and Contract Division, Department of Administration, State of North Carolina, Raleigh. The change from the former designation, as Federal Surplus Property Division in the Department of Administration, was announced in a circular letter from W. H. White, State Purchasing Officer, on January 15, addressed to superintendents, principals, teachers, business managers and other authorized personnel in the surplus property program.

The letter said in part: "It is our desire that the Federal Property Agency render to your eligible educational or health institutions or civil defense organizations the maximum service possible consistent with the availability of donable property and your need for it. . . . You are cordially invited to call on us when you feel that we can be of further service to you." The agency maintains administrative offices in Raleigh, and warehouse and property distribution facilities in Raleigh and in Swannanoa.

Film Talk

MEXICO, THE LAND AND THE PEOPLE

Mid-grades, junior high and high school. Mexico is a land of contrast, both economically and geographically. Mexico's geography is made up of mountains, tropical lowlands, and deserts. The economy of the country is changing with the growth of the middle class. Other changes are also evident in the growth of modern cities. (Good) 20 minutes, color

LIFE IN HOT RAIN FORESTS (AMAZON BASIN)

The Amazon River in Peru is the center of activities for the people of the hot wet lands. The jungle is crowded with the growth of many plants and a wide variety of animals living there. Rubber is collected in small amounts, heated to the form of a large ball, then traded in the village for needed goods. Grades 4-6. 13½ minutes, Coronet Films

CHEMISTRY LABORATORY TECHNIQUES

High School and College. The techniques of handling various types of equipment in the chemical laboratory is not accidental but rather a result of training and practice. This series of 11 films is designed to help train students in the use of this equipment. Safety is emphasized in each and every phase of equipment and material handling. Some of the films have to be purchased in color, which could be determined only after careful preview by the interested school. Films in the series are: (1) Introduction to the chemistry laboratory, (2) The Bunsen Burner, (3) Glass tubing, (4) The test tube, (5) Reagent Bottle, (6) Solids, (7) Filtration, (8) Acids, (9) Vapors, (10) The Blowpipe, (11) Safety in the Laboratory. Color/black and white, Disraeli Films

TIME

Time is relative. What happened when is only a matter of where you are when it happened. This film points out what happens to various objects when the time relationship is changed. The clothing of Dr. Moon is out of date. This film would not be appropriate for most school situations. Color, Moody Institute of Science

HIGH COUNTRY

Junior and senior high school. A beautiful film showing the magnificent and rugged country of the American and Canadian Rockies. Lake Louise, a tourist attraction of Canada, is shown. 16 minutes, color, ACI Production

AUDIO-VISUAL MATERIALS IN TEACHING

When Roger came to school, he came to set aside outside interests and con-

Clarification Made Re Accreditation Of Elementary Schools on Unit-Wide Basis

Clarification of an article appearing in the Bulletin recently concerning procedures for accreditation is advisable in terms of an interpretation of a provision in the new constitution of the Southern Association of Colleges and Schools.

In the January issue, page 5, the provision in the new constitution was interpreted as meaning that accreditation of elementary schools on an administrative-unit basis might no longer be made. A number of delegates attending the Miami convention, including those from the State Department, interpreted the provision in this manner.

Recently, however, an official interpretation from Durell Ruffin, Coordinator of the Cooperative Program in Elementary Education, indicates that elementary schools *may be* accredited on an administrative-unit basis, as well as in other ways. The official interpretation follows:

concentrate on learning through selective experiences. Is Roger ready to learn? Mrs. Adams, the teacher, knows the tools available to her. She has provided a rich environment for her class to study a unit on conservation. The teacher knows how audio-visual materials can make a special contribution to her instruction. In anticipation of the study of conservation, she selected materials to be used with the cooperation of the building coordinator and the Audio-Visual Director. A very interesting film. Teacher education. Coronet, 16 minutes, color

How To MAKE A PUPPET

The proper procedure for making a puppet from plasticine is shown. After the plasticine has been properly shaped, three layers of paper are added to the form. After hardening, the form is cut in half and the plasticine is removed. The hands are handled in a similar fashion. The dress or clothing is done in the same way as doll clothes. Elementary grades, teacher education. Bailey Films, 12 minutes, color

How To MAKE A STENCIL PRINT

Stencil prints are easy to make and give an excellent artistic appearance. This film shows the sample techniques for cutting stencils to be used in decoration of tablecloths, placemats, aprons, and sport shirts. Elem., teacher education. Bailey Films, 12 minutes, color

"Your attention is called to Item (c), Section 4, page 9, of the new Constitution, dated December 7, 1961. The item reads as follows: (referring to the Committee on Elementary Education)

'It shall have the responsibility for the continuation of the Cooperative Program in Elementary Education, including the approval and accreditation of individual elementary schools.'

"Because of differences in opinion regarding the last part of the item, the Executive Committee of the Association was asked to interpret the quoted provision. The Executive Committee acted on the request when it met in Atlanta, Saturday, January 27, 1962.

"The interpretation of the Executive Committee was that the provision does not prohibit us from continuing to offer three types of general services to elementary schools: (1) membership in a school improvement program without regard to accreditation; (2) accreditation of elementary schools on a system-wide basis whenever standards have been met on that basis; and (3) accreditation of individual elementary schools under certain conditions. The inclusion of one of the three services in the wording of the provision does not exclude the other two previously authorized services. It does, in a sense, specify that we are not to discontinue the accreditation of individual elementary schools."

Claude C. Warren Joins Teacher Allotment Division

Claude C. Warren of Roxboro joined the staff of the Teacher Allotment Division, State Board of Education, on March 1, 1962, as a Supervisor of Pupil Accounting. He will work in the Controller's office. For the past four and one-half years he was principal of Mt. Tirzah Elementary School in Person County. He taught in Person and Caswell counties in the preceding two years.

Warren received his bachelor of arts degree from Wake Forest College in 1951, the master of education from the University of North Carolina in 1960, and has done other graduate work at Duke University. From 1951 to 1955 he was a personnel classification specialist with the 17th Bomb Wing of the Fifth United States Air Force in Korea.

Tax Support For Schools is Praised

Support for the recent extension of the 3 per cent sales tax by the 1961 State Legislature to support education is offered by W. W. Sutton, a past president of the North Carolina School Boards Association. His comment was printed in a letter to the editor of the Salisbury Evening Post on February 10, 1962.

Mr. Sutton wrote in part, "For many years the professional and lay people of North Carolina have been working untiringly to raise the standards of our public schools, and to give the boys and girls in North Carolina educational opportunities equal to any in the United States.

"One of the greatest drawbacks to achieving this goal has been lack of sufficient funds to do the job. Much progress was made toward this goal by the 1957 and 1959 General Assemblies. Terry Sanford in his campaign for office chose as the major platform of his campaign 'Quality Education—a Brighter Tomorrow.' The people showed approval by his election of Governor by a wide margin of votes.

"Governor Sanford had the courage to recommend a source from which sufficient revenue could be realized to support the request of the State Board of Education's program of quality education. The members of the General Assembly had the courage to pass the tax as recommended for additional revenue required for support of the public schools.

"The average man with six children in the public schools today spends approximately \$40 per week for groceries, contributes \$62.40 per year in food taxes towards the education of his six children per year. Yet as the current expenditures per child per year, based on 1961-62 figures, the cost is \$290 per pupil or \$1,740 for the year's cost of educating his six children, of which he pays in food tax only \$62.40.

"I think it is high time for the people of North Carolina to stop criticizing the governor and members of the 1961 General Assembly for having the courage to pass the food tax and support the public schools as requested by the people. Every board of education in the State of North Carolina should use every news media available to tell the people what the food tax has meant to their school system in increasing the quality of education in their schools, the extra teachers allotted to reduce class load, extra guidance counselors, extra librarians, clerical help, and additional instructional supplies,

and others. Every system has greatly benefitted, and should let the people know what the benefits are."

World Affairs Workshop

Appalachian State Teachers College, at Boone, will hold its third annual workshop in international relations on July 2 through 13, directed by Dr. S. Shepard Jones, Burton Craige professor of political science at the University of North Carolina. Emphasis will be on the United States' relations with middle eastern countries.

NEA Department Publishes Social Studies Books

Publication of two new books useful in dealing with problems of reading in the social studies was announced recently by the National Council for the Social Studies, a department of the National Education Association.

Children's Books to Enrich the Social Studies is an annotated bibliography describing hundreds of books—biographies, narratives, histories geographical accounts and other forms of writing—which relate to topics dealt with in the social studies at the elementary school level. There are brief summaries of each of these books, and the grade levels at which they would be most useful are indicated. This compilation is designed to save the elementary teacher hours of searching for a book to fit a particular topic or child.

Improving Reading in the Elementary Social Studies is a guide for teachers, designed to aid in developing the reading ability of students in dealing with social studies materials. The bulletin points up the various types of reading to which the child must become accustomed that differ from the "stories" he began reading for pleasure or recreation. Losing interest in the material, for instance, is no longer an adequate reason for not reading it; and illustrations, which should be used to clarify and extend the meaning of the words, are no longer the pretty pictures used solely to arouse interest and "carry" the story.

Copies of these books may be ordered from the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. *Children's Books to Enrich the Social Studies*, 196 pages, \$2.50. *Improving Reading in the Elementary Social Studies*, 80 pages, \$1.50.

Negro Ag Teachers, Farmers Confer On Adult Programs

W. T. Johnson, Sr., district supervisor of vocational agriculture and executive secretary of New Farmers of America in North Carolina, announces the conclusion of thirteen group meetings held for Negro teachers of vocational agriculture and some 521 farmers representing 154 high schools in 71 counties.

Supervisor Johnson and district supervisor J. W. Warren, Jr., were discussion leaders at these meetings. They outlined three main objectives of the meetings: (1) To tell farmers about the availability and functions of the adult education program in agriculture sponsored by the North Carolina public school system in cooperation with the local boards of education; (2) To stress the need for farmers to keep abreast of the changing agricultural situation with emphasis on agricultural economy; (3) To emphasize the necessity for farmers assisting the teacher of agriculture in planning the adult programs in their communities.

Labor Shortage Occupations Need High School Grads

The U. S. Department of Labor lists 71 occupations that have a short labor supply. "The minimum educational requirement for all 71 is at least four years of schooling at the high-school level," says Herold C. Hunt, Eliot Professor of Education at Harvard University, writing in American School News quarterly issue for the first quarter of 1962.

Speaking of the importance of job applicants having at least a high school education, Professor Hunt says, "In the skilled trades 250,000 workers must be trained each year, to maintain our present skilled work force alone, not allowing for expansion."

"By 1975," he predicts, "a 75 per cent increase in professional and technical personnel will be necessary to meet the demands of that period." Pointing to the increasing importance of higher education, the Harvard educator adds, "By 1965 the United States will need . . . 45,000 more doctors, 75,000 nurses, 485,000 more elementary and secondary school teachers, 120,000 more college teachers, 80,000 more natural scientists, and 100,000 more engineers." He concludes, "To earn a living, to discharge the responsibilities of citizenship and to enjoy the leisure which increased productivity promises, more education will be necessary for almost everyone in the years that lie ahead."

Duke University to Hold Summer Institute For English Teachers

Duke University, in cooperation with the Commission on English of the College Entrance Examination Board, will sponsor a summer institute for high school English teachers during the coming summer, according to George W. Williams, director of the institute. Nineteen other colleges will sponsor similar institutes next summer.

The institute is planned for high school English teachers who have taught three and preferably five years or more, who are now teaching, who plan to continue teaching, and who live within an approximate radius of fifty miles of Duke University.

The course of study will consist of instruction in English and American literature, linguistics, and composition. Courses will be taught by members of the regular faculty of the graduate school and will carry credit which may be applied toward a graduate degree.

The institute will operate concurrently with the first session of summer school, June 12-July 17. All teachers chosen will be on scholarships of \$350.00 and remission of fees.

New Book Gives Eulogy Of Dr. N. C. Newbold

The late Dr. Nathan Carter Newbold, director of the Division of Negro Education in the State Department of Public Instruction until his retirement on July 1, 1950, is eulogized in memoirs of a former North Carolina Negro minister and teacher: "Together We Live," by the Reverend William Arthur Cooper, released January 26, 1962, through Eden Publishing House, St. Louis, Missouri; 76 pages, \$2.85.

Dr. Newbold was born near Elizabeth City on December 27, 1871, and died on December 23, 1957. He served in the Department continuously from June 1, 1913.

The book consists of biographical sketches of 16 persons of different faiths and races with whom the author associated in lifelong endeavors in education and religion. It contains an autobiography of the author's career as a minister, supplemented by income from teaching in earlier years. He refers to teaching and serving in special assignments under Dr. Newbold in the 1930's. Each biography is illustrated by a portrait painted by the author, who lists among his prizes the winning of first place in portraits at the art exhibit of the North Carolina State Fair of 1934.

Administrators Think A Nuclear War Remote

Despite current headlines, the nation's school administrators feel that the possibility of nuclear war is rather remote.

"There is a one in 20 chance that this nation will be involved in a nuclear war within the next 20 years," say 69 percent of the 269 school administrators polled by The Nation's Schools.

But, say nearly all of this 69 percent, it is the responsibility of the school to prepare the child for the future and this includes the possibility of nuclear war. Preparation should include not only instruction in survival preparedness but also emphasis on individual responsibility and moral obligations.

An Illinois schoolman asserted that "we live in a nuclear age and students should learn to live in the age with the realistic knowledge of all it includes—war being no exception."

Among the 29 percent who believe that there is not a possibility of nuclear war, a Washington administrator noted that "poison gas presented the same problem several decades past, but because it meant destruction, it was avoided." A Vermont superintendent was convinced that "education and religion will prevent nuclear war."

Recent, Readable, and Reliable

Don't Push Me!, a timely and delightful 40-page bulletin on the possible harm in acceleration, homogeneous grouping, honors classes, and the like, contains seven penetrating chapters which educators and parents alike should read.

"Do We Push Children," by Alice V. Keliher, points out the difference between "pushing" and "motivating" and shows the injustice to children in five areas in which they are being pushed. These areas include: pressure to pare the curriculum back to the three R's; pressure to return to x-y-z grouping or some version of it; pressure to return to "real" marks; and pressure for subject-centered departmentalization.

In the chapter "What Price Pressures?" Gladys Gardner Jenkins answers these questions: Which pressures produce good results? Which pressures cause children to retreat in defeat? What price is paid for "toughening up" the curriculum?

"Pressure to Start Formal Instruction Early" are analyzed in terms of

Registers Are Revised

Elementary and high school registers, printed and distributed annually by the State Department of Public Instruction, have been revised for initial use during the 1962-63 school year, according to L. H. Jobe, director of publications.

One of the main revisions, Jobe stated, is the size. The new registers will be 6" x 9" instead of 5" x 8", size of present forms. This larger size will provide more space, especially on those sheets requiring day to day entries.

A second revision includes a change in enrollment codes to conform to recommendations in efforts to provide uniform procedures in child accounting throughout the nation. This revision simply involves changing our codes from a, e, b, e, and d to E1, E2, R1, R2, and R3, respectively. The code definitions remain approximately the same as at present, the only difference being the symbols themselves.

A new and third revision provides for the coding of withdrawals by types. This new feature is also one of the recommendations found in "The Common Core of State Educational Information" for internal pupil accounting. Such codes will assist in distinguishing between transfers and drop-outs and in determining the cause of drop-outs.

All other changes are comparatively small, Jobe stated.

their possible dangers to children. Emphasis on research which stresses readiness is the theme of this chapter.

Other chapters include "What Does Ability Grouping Do to the Self-Concept?" "Pressures to Learn Can be Blocks to Learning." "Are Little Leaguers Too Big for their Britches?" The final chapter, "Why We Oppose Pushing Children," is written by a parent, a teacher, a principal, and a doctor.

This attractive booklet is chock-full of modern research served in a very palatable form. The Association for Childhood Education International is to be commended for its wisdom in assembling these pertinent chapters at this time, when many parents, laymen, and even educators are likely to be tempted to do that which is foolish for children. This sane approach to one of the nation's most controversial problems is indeed welcome at this time.

The bulletin is available through the Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington 16, D. C. 75 cents.

Work Continues On Proposed Changes In Teacher Education and Certification

The proposed changes in teacher education and certification in North Carolina will move another step on May 18 at a meeting of the Guidelines and Standards Committee of the State Advisory Council on Teacher Education and Professional Standards. The proposal that the present method of granting certificates on the basis of specified courses and hours be changed to certification through approval of the teacher-preparing institutions and their programs was approved in principle by the State Board on January 5, 1961.

During the past year committees working under supervision of the Advisory Council have formulated basic guidelines and standards for teacher education. These committees included more than 300 persons in public and private colleges and the public schools of North Carolina, the State Board of Education, the State Board of Higher Education, and the State Department of Public Instruction. The resulting guidelines and standards were reviewed at the State-wide Conference on Teacher Education in Raleigh on March 9. That conference, sponsored by the Advisory Council, was attended by nearly 500 persons representing a cross-section of educational and lay interests in teacher education. The State-wide Conference was divided into planned study groups on the various subjects of teacher education and on certification aspects of teacher preparation.

The Council itself has a membership of 55 persons representing teacher-preparing institutions, public schools (superintendents, principals, supervisors, counselors, and teachers), parent-teacher associations, the State School Board Association, the lay public, the State Board of Education, the State Board of Higher Education, and the State Department of Public Instruction. Chairman of the Council is Dr. J. P. Freeman, Director, Division of Professional Services, SDPI. The Council had its formal beginnings in 1952. Members are nominated for three-year terms by the State Superintendent of Public Instruction, Dr. Charles F. Carroll, and are approved by the State Board of Education.

Interest in State approval of teacher training programs for teacher certification purposes has a long history, with formal beginnings of studies as early as 1941 in Georgia and Kentucky, for example.

Under the proposed "approved program approach," each institution would

plan its teacher-preparing programs in accordance with guidelines and standards adopted by the State Board of Education. Committees or representatives authorized by the Board would periodically visit the institutions to study the programs and report to the Board. Under the program, the certification of graduates would be upon the recommendations by the approved institution and the filing of a transcript indicating that the program had been completed.

Procedural details to be recommended to the Board are still under development by the Advisory Council and the committees under its supervision.

Safety Showman is Made An Honorary Tar Heel

The creator of the Safety Magic show that has appeared in 100 schools of the State in six years received and honorary citizenship of North Carolina from Governor Terry Sanford in the Governor's office on March 1. He is Lieutenant Carl S. Pike, on leave from the Kent County Sheriff's Department, Grand Rapids, Michigan, who has given his show before nearly four million students in 48 states since he began national tours in 1953.

Governor Sanford praised Pike for making school age boys and girls conscious of the need for safety behavior. "We are especially grateful for your good work among our North Carolina school children," the Governor said.

Pike had just performed before some 2,000 students at Needham Broughton High School in Raleigh, on the same day, near the end of his current tour of 20 schools, his fifth official visit to the State. He was in North Carolina under the sponsorship of the State Department of Public Instruction, the North Carolina Motor Carriers Association, Inc., and the American Trucking Associations, Inc.

For some 20 years, Pike has been a policeman, specializing in safety instruction. He trains school safety patrols, and develops driver education and safety projects in his regular assignment in Kent County, Michigan. Before entering police work, Pike was a professional magician.

School Boards Will Show Attitudes on Federal Aid

School board member's attitudes towards federal aid is being surveyed by the National School Boards Association. Results will be presented at the Association's convention in April. The North Carolina School Boards Association is participating in the survey in this State.

This undertaking was requested by delegates to the NSBA's convention last spring after they went on record as being opposed to any extension of federal aid "until the school boards of America express their need for such funds."

Harold V. Webb, acting executive director of NSBA, said validity of the survey depends on every board member doing his part in answering the questionnaire used. This survey questionnaire was designed with professional guidance, he said, to go beneath superficial "yes" and "no" answers by drawing out attitudes on vocational education, school lunch programs, the National Defense Education Act, and aid to federally impacted areas. It asks information on each local district's ability to meet its own educational needs in the future, and asks for alternatives if future requirements appear to exceed local ability.

North Carolina State Fair Theme Will Be Education

Education will be the theme of the 1962 North Carolina State Fair, in Raleigh next October, Agriculture Commissioner L. Y. Ballentine announces. Commissioner Ballentine contemplates that not only will the Fair feature a highlight exhibition on education, but will extend the theme throughout the exhibits. For the past 10 years the Fair has highlighted some one commodity or service each year.

The Commissioner appointed a three-man coordinating committee for the education theme: Dr. Charles F. Carroll, State Superintendent of Public Instruction; Dr. William C. Friday, President of the consolidated University of North Carolina; and Dr. Leslie H. Campbell, President of Campbell College and Chairman of the Committee on Church-Related Schools. "These three," Commissioner Ballentine says, "representing public schools, public higher education, and church-related schools, are in the best position to direct the dramatization of North Carolina education in all its major aspects. In a master theme exhibit, and through other educational opportunities, needs, and potentials.

The Attorney General Rules...

Establishment of Public Kindergartens

In reply to your recent inquiry: I refer to your letter to Dr. Carroll, dated February 9, 1962, and to the fact that Dr. _____ has informed you that he has sufficient funds to employ a kindergarten teacher in _____ and _____ Schools in _____ County. The import of your letter is to the effect that these funds would come from Federal sources. If the two kindergarten teachers are made available then Dr. _____ has inquired as to what provision you can make for housing, transportation and caring for the children in these two classes.

You state that you can arrange for classrooms to meet these purposes, and you submit to this office the following questions:

"1. Is it legal for us to have a kindergarten and enroll children in it who are younger than the minimum age requirement for entering school?"

"2. Would it be legal for us to transport these children on the school buses which serve these schools provided there is sufficient room and there is no extra expense involved?"

"3. Would it be legal for these children to participate in the lunchroom program?"

"4. Generally, we would like for these kindergarten children to take part in the entire school program as far as possible. Would this be legal?"

The first paragraph of G. S. 115-38 authorizes county and city boards of education to provide kindergartens as a part of the public school system when a majority of the voters at an election authorize a tax to support the same. However, you will see in the second paragraph of the same section that kindergartens may be established in any other manner since the phraseology states "or established in any other manner."

It is clear to me that the content and meaning of the section does not limit kindergarten schools and their establishment to the holding of an election solely on such a question. I think you can establish this school by the use of Federal funds but such funds must be paid to and administered by the Board of Education of _____ County. When a kindergarten is established it becomes a part of the public school system. The budgetary statutes that govern the public schools do not authorize you to expend any money from the current expense fund to operate this program, and I again emphasize that you cannot

spend current expense funds for such a purpose.

I answer your Question No. 1 that in our opinion it is legal for you to have a kindergarten and enroll children who are younger than the minimum age requirement.

I answer your Question No. 2 that in our opinion it is legal for you to transport these children on regular school buses if there is sufficient room and no extra expense involved; but you must take reasonable care as to how you transport these children, for, as you know, they are very young.

I answer your Question No. 3 to the effect that such children may participate in the lunchroom program.

I answer your Question No. 4 to the effect that these kindergarten children may participate in the entire school program as far as possible. You are again warned that these are very young children and you must exercise a higher degree of care in the manner in which you handle them in this program.—Attorney General, February 23, 1962.

Legal Authority For Holding Elections To Consolidate Administrative Units

In reply to your recent inquiry: You inquire if there is legal authority to hold an election in the _____ Chartered School District to determine the will of the people on the question of consolidating the _____ Unit with the _____ County Unit or consolidating the _____ High School with the _____ High School in _____ County.

A review of the school laws and of the election laws of this State leads me to the conclusion that you have no right to submit such a referendum. The election machinery of the State, whether exercised by the County Board of Elections or the Board of County Commissioners, cannot be used and expenses incurred therefor unless there is legal authorization for the submission of the questions to the people within the boundaries of the desired governmental unit. In other words, you cannot simply submit questions to the people because it is deemed wise or highly desirable. No questions may be submitted to the people without legal, statutory authority for such action. It is true there is provision in the general election law for the submission of questions and the handling of the ballots in regard to same but this is based upon the assumption that the questions and their submission have previously been authorized.

You again inquire that if it is not possible to hold an election now how may an election be held in the future?

The answer is that you must get this authorized by the General Assembly of 1963, and in such a local act you would set up the machinery for the election and designate the body to hold the election. The matter of who would petition who for the election should be contained in such an act or you could provide for an election to be held by operation of law without any petition.—Attorney General, March 14, 1962.

Bus Service

In reply to your recent inquiry: I answer your inquiry directed to Dr. Charles F. Carroll, State Superintendent of Public Instruction.

You want to know whether or not bus service for school children could be discontinued during inclement weather and the schools still operated. It is your hope that children would be brought to school by other means of transportation and that the school buses would operate only when they could safely do so.

Please be informed that it is a matter entirely within the judgment and discretion of the local authorities controlling the operation of the school buses. I am informed that the plan suggested in your letter is already in operation in several other units.

I advise that you may operate this plan if you desire to do so.—Attorney General, March 6, 1962.

Science and Engineering Orientation Is Open

The fourth annual Junior Engineers' and Scientists' Summer Institute is accepting applications until quotas are filled. The institute will be held June 11-24 at Clemson College, Clemson, South Carolina, for boys, and June 10-23 at Tennessee Polytechnic Institute, Cookeville, Tennessee, for girls.

Purpose is intensive orientation in the sciences and engineering technologies to aid next fall's high school juniors and seniors in choosing careers and planning college courses. Fee of \$100.00 per person covers scholastic and living expenses and a full-time program of after-class activities and recreation. Inquiries may be made to JESSI on the respective campuses.

LOOKING BACK

Five Years Ago

(N. C. Public School Bulletin, April, 1957)

Hattie S. Parrot, a former member of the State Department of Public Instruction, died March 1 at Rex Hospital, Raleigh, following several months illness.

A billfold enclosing a \$1,000 bill was recently presented to Dr. Guy Phillips, non-salaried Executive Secretary-Treasurer of the North Carolina School Boards Association, in appreciation of his 19 years of service since its beginning in 1937.

Ten Years Ago

(N. C. Public School Bulletin, April, 1952)

State Superintendent Clyde A. Erwin has filed for nomination on the Democratic ticket to the office which he now holds.

Julia Wetherington, Associate in the Division of Instructional Service, State Department of Public Instruction, was elected as vice-president for a two-year term of the National Council of State Consultants in Elementary Education at the annual meeting in Boston on February 11-15.

Fifteen Years Ago

(N. C. Public School Bulletin, April, 1947)

Payment of transportation by a state for students attending non-profit private schools was held to be constitutional by the United States Supreme Court in a 5-to-4 decision on February 10.

Twenty Years Ago

(N. C. Public School Bulletin, April, 1942)

During the last school year, the plan of distributive education was launched in North Carolina and this year Hickory is helping pioneer in the field with twenty-one students in a class taught by Miss Mollie Harding.

Members of the Industrial Arts Department of the Senior High School (Durham) will construct 200 models of combat planes of the modern types used by the Allied and Axis powers.

Twenty-five Years Ago

(N. C. Public School Bulletin, April, 1937)

Within the past few weeks two former members of the State Department of Public Instruction, W. H. Pittman and L. C. Brogden, have died. Mr. Pittman was with the Department ten years from 1916 to 1926 as Director of Publications. Mr. Brogden came to the Department in 1910 and remained until 1933, when he retired from active school work.

C. F. Carroll, Jr., Superintendent of Swain County, was elected to succeed the late T. Wingate Andrews as head of the High Point city unit.

Average Student Takes 18 Units in Four Years

Most high schools in North Carolina require more than the State minimum standard of 16 units for graduation, and the average student takes 18 units in four years, Superintendent Charles F. Carroll estimates. Individual school boards have the option of strengthening the minimum credit, and many of them do by specifying 17, 18, or 19 units for graduation.

The State requires, for award of a high school diploma, English, 4 units; science, 2; social studies, 2; mathematics, 1; physical or health education, 1; and electives, 6. Electives may include additional courses in the required fields, or such courses as home economics, agriculture, shop, business, art, and music.

"A student limiting himself to these required courses," said Superintendent Carroll, "is one who is not going to college, who just wants a general course." He added that increasing numbers of students are taking three years of foreign language. Those wishing to go to college are taking more mathematics, sciences, languages, and social studies than the State minimums and often beyond the increased requirements of their own schools.

Biology Teachers' Award Is Planned by NABT

The North Carolina unit of the National Association of Biology Teachers is participating in the NABT's first annual selection of the outstanding biology teaching in public or non-public high schools of each state. Any parent, teacher, or school administrator may nominate on forms obtainable from Donn L. Dieter, Garinger High School, Charlotte 5, who is director of the organization's award program in North Carolina.

A selection committee composed of the State director of NABT, a high school biology teacher, a college biologist, an industrial scientist, and a school administrator, will choose the winner by April 25, Dieter says. The State winner will receive a suitable plaque or certificate, with recognition by NABT and the American Institute of Biological Sciences, and will be considered with other State winners for a regional award.

Director Dieter explains the purpose, "We believe this program will stimulate interest in teaching of high school biology and will bring credit and recognition to some of the many deserving biology teachers of our State."

MAKING TODAY'S NEWS

Person. High school students of the High Plains Indian School will be enrolled at the Bethel Hill High School at the beginning of the next school year, according to a decision of the Person County Board of Education and the Bethel Hill High School Board Tuesday night. *The Courier-Times*, March 8.

Burlington. A number of students and teachers from this area will attend the 1962 North Carolina Junior Science Symposium at Duke University in Durham Thursday through Saturday. *Burlington Times-News*, March 13.

Kings Mountain. Kings Mountain citizens voted two-to-one here Saturday in favor of the \$1,100,000 bond issue which will provide the funds to build the new school of 35-to-40 rooms. *The Gastonia Gazette*, March 12.

Lincoln. Snow and rain have been giving Lincoln County school bus drivers a rough time in recent weeks, especially Friday. *Lincoln Times*, March 12.

Forsyth. Marshall Kurfees' Committee for a Model Community has a new project for the city; a campaign to reduce illiteracy in Forsyth County. *Winston-Salem Journal*, March 14.

Oxford. About 80 persons, coming from five counties of two states, participated in the Music Workshop here last Thursday with Miss Ruth Jewell of the State Department of Public Instruction as the leader. *Oxford Ledger*, March 13.

Chapel Hill. The Chapel Hill School Board will seek a referendum, probably next fall, for a 50-cent ceiling in the districts' special school tax, an increase of 30 cents over the current limit. *Durham Herald*, March 13.

New Hanover. The New Hanover County Board of Education this week unanimously adopted a resolution requesting that a \$3.95 million school bond election be called for May 26. *News and Observer*, March 15.

Cleveland. Members of the Cleveland County Board of Education went into session last night with definite understanding that Number Three school not be merged with the Shelby city system at the beginning of the 1962-63 school year. *Cleveland Times*, March 13.

Columbus. An estimated 200 school patrons of the county's western area indicated Tuesday night that they are in favor of one big consolidated school to provide "what is best for our children." *News Reporter*, April 5.

Commissioner McMurrin Calls For Realistic Program In Teacher Training Colleges

Sterling M. McMurrin, U. S. Commissioner of Education, calls for improvement of teacher education in his speech at the annual meeting of the American Association of Colleges for Teacher Education. The text of his speech has been distributed to the educational press. The meeting was held February 16 in Chicago.

"Whatever their estimates of the worth of education," Commissioner McMurrin says, "the American people generally have considered teaching, especially in the elementary and secondary schools, to be a vocation appropriate for persons of second and third rate ability. Ignoring the large numbers of highly competent teachers who have been the real underwriters of the quality of our schools, they have accordingly regarded teachers typically with something less than high esteem, and have rewarded them with third and fourth rate salaries."

McMurrin insists, "Our society must commit its highest quality human resources to education as readily as it gives them to medicine, law, engineering, business, industry, or government. And this means not simply education at the advanced levels, but at all levels. We cannot be satisfied until all of our teachers are comparable to the present top ten per cent, until it is as commonplace for the brilliant graduate to become a secondary school teacher as to become an electrical engineer or university professor."

He says, "There is no point in arguing that there isn't enough high level talent to go around. It is now clear that we have far more potential talent than we have recognized in the past, and as the quality of our schools improves that talent will be uncovered, cultivated, and brought to usefulness." McMurrin draws the conclusion, "Now we may just as well face the fact that much of our failure is the fault of our teachers colleges and schools of education." He adds, "We cannot avoid the impression that large numbers of the graduates of our professional schools of education are not especially proud of their own education. . . . Every college or university that prepares students for the teaching profession would do well to take careful stock of itself to insure them an education that is second to none in quality and

is on the highest level on which the concerted effort of the entire institution can place it.

"Can we honestly say that the generality of our universities have been as diligent in their efforts to guarantee the quality of their program in education as in medicine, law, or the physical sciences? . . . Have the universities generally been as determined to eliminate wasted effort and triviality from the curriculum and classroom in education as in law, medicine, and engineering? . . . Any institution that does not maintain its education faculty at the highest level of intellectual competence and achievement is contributing in some degree to the mediocrity against which our schools must continually fight.

"I must confess that I believe that in all of these things the universities have left much to be desired. . . . Nowhere can so much be done to improve education as in these institutions. Their responsibilities for that improvement have never been as great as they now are and as they will be in the years ahead. Their quality should now be the first order of business for every college and university board, president, and faculty."

Commissioner McMurrin takes up the question of how much time should be spent on various parts of a curriculum for future teachers. "It too often robs its students of a first class education because it so often fails to come to grips with the genuinely basic issues that properly constitute its subject matter. . . . I personally have little interest in the controversy over how much time should or should not be devoted to professional education courses. Quite certainly there are optimum limits in this matter, but the real problem is not how much time is spent here or elsewhere, but rather what is done with the time. That thousands of our teachers have wasted much precious time in such courses is too obvious to deserve argument. . . . Much that passes as the philosophy of education in the schools today is confused and superficial discussion that fails to come to grips with real issues and does little more than produce an appearance of profundity and learning," the commissioner's speech continues, quoted here in part.

Agricultural Technology Courses Are Publicized

A brochure on agricultural technology education beyond the high school, available to adults in North Carolina, was distributed to county and city superintendents with vocational agricultural programs on April 19. The agricultural technology training prepares high school graduates for jobs in farming or in agricultural-related occupations in trade and industry.

Some courses provide for upgrading of skills to include operation and repair of new kinds of equipment. Local teachers of vocational agriculture are cooperating in publicizing the programs to the community and to high school seniors. Also, the teachers assist in gathering information on kinds of training most needed to fit farming and agricultural industry needs in their areas of the State.

Most Popular Federal Aid Is School Lunch Program

The federal school lunch program is the most popular aid to schools among school board members, a preliminary report of a national survey shows. The survey by the National School Boards Association was made public at that organization's annual convention in Saint Louis, Missouri, during the second week of April. Of 13,500 responses that had been received from questionnaires to some 90,000 school board members, 74 per cent of those replying were favorable, 12 per cent favored ending the program, and the remainder had no opinion.

Federal aid for impacted school areas was favored by 69 per cent. Another 15 per cent favored ending or curtailing it. Aid for vocational education was favored by 55.1 per cent. Ending or curtailing vocational aid was favored by 17.5 per cent. The National Defense Education Act was endorsed by 62 per cent; 22 per cent favored ending or curtailing.

Strongest opinion was against inclusion of non-public schools if general federal aid for schools becomes available—76.4 per cent voted negative.

The next strongest negative vote was on the question whether general federal aid to schools is necessary. The replies were 55.2 per cent "No," 30.6 per cent "Yes," 7.6 per cent undecided, and no answer from 6.6 per cent.

The world pays big prices for the man who knows.—Thomas Edison

I grow old learning something new every day.—Solon.

Give me liberty to know, to think, to believe, and to utter freely according to conscience, above all other liberties.—John Milton

Education is a state of mind, a sense of responsibility, a commitment, a never-ending profession toward a dream.—Warren G. Hill, State Commissioner of Education, Maine.

There are three ingredients in the good life: learning, earning, and yearning.—Christopher Morley.

Educators should be chosen not merely for their special qualifications, but more for their personality and their character, because we teach more by what we are than by what we teach.—Will Durant.

Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not; it is the first lesson that ought to be learned; and however early a man's training begins, it is probably the last lesson that he learns thoroughly.

—Thomas Henry Huxley.

Good teaching must be slow enough so that it is not confusing, and fast enough so that it is not boring; like all arts, teaching is as much a matter of timing as of form or content; and masters of timing are rare in any art. — Sydney J. Harris.

Within reach of the people of the South lie opportunities that stir the imagination. Economically, this region can be one of the most productive areas on earth. Culturally, its writers, painters and musicians can bring new glory to American literature, art and music. Intellectually, its colleges and universities can increasingly become pre-eminent centers of learning and leadership.—Governor Terry Sanford.

Superintendent Carroll Says . . .

(Excerpts from talk to the Annual Convention, North Carolina Congress of Parent and Teachers Charlotte, April 25, 1962.)

Presuming that the topic assigned for this hour relates directly to the Convention theme, we could with some degree of validity summarize the implications of my comments with four assertions: first, because of our beliefs about how children mature in knowledge, in attitudes, and in developmental skills, the child is, in most instances, the image of the varied cultures with which he has been associated; second, because of the migratory and transient characteristic of our modern society, the child is the product of not just one but of several communities; third, because of a child's community is no longer restricted by geographic boundaries, but, instead, a community that may be world-wide in appeal and influence, the child is the consequence, and to a degree, the subject of some international concern; and, therefore, in the fourth place, because of his wide perspective and his opportunity for unlimited vision, the child is not necessarily the innocent victim of society, but instead a vital part of the very society which creates concerns — concerns which afford him the challenges which he needs as "homework" in order to become a seasoned and experienced adult. In these assertions, I am not being philosophical about a very important matter, nor am I trying to be provocative for the mere sake of the panel members who shall soon have opportunity to challenge my thesis. It is, on the contrary, a realistic approach to a discussion of adult responsibility for providing the environment in which children shall have a change not only to survive but to thrive.

I trust, then, that as we seek to relate the topic of this hour — The Child, The Product of His Community — to that portion of the Convention theme dealing with community concerns, we will not succumb to the possible notion that we should strive to remove and eradicate concerns from the child's world. In the first place, concerns cannot be dissolved as though they are faint clouds caught in the rays of midday sun. Secondly, I trust we can agree that concerns can be quite productive of beneficial results.

Instead of trying to remove obstacles, concerns, and problems, can we not use our energies better in bringing children into an awareness of them and help the children to develop such powers of critical thinking and such powers of discriminating judgment respecting values, that they can cope with these realities of life? Can we not bring children — and certainly their parents — into realization that every child has the right to be disciplined by both man and Nature?

It could well be that, parent-teacher-wise, our greatest need is to answer the question, "What do we adults honestly want for our children?" Do we really want our children to grow up in a "lolly-pop" society without any exposure to trying, possibly bitter, and even painful experiences? Do we really believe that our children would grow into happier and more productive adults if they were never confronted with concerns like health, safety, unemployment, or the location of the school? Do we really desire that our children shall be spared the frustration and disillusionment for which we organize and to which we commit so much of our energy and resources? These are questions which confront us as we face up to the fact that children need "weeds to pull" if they are to grow up as informed, thinking, acting, compassionate adults. They need the experience of hearing their parents debate community, national, and international issues; they need the experience of seeing their parents in action as they move to correct bad situations; and they need the experience of being "little leaguers" in the daily contests which give us cause for living. And so, then, let me in the beginning dispel any notion that community concerns in behalf of

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CHARLES F. CARROLL
State Supt. of Public Instruction
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L. H. JOBE, J. E. MILLER,
V. M. MULHOLLAND, RONALD E. WARE
May, 1962

children are necessarily bad for children. Community concerns are the vitamins of society; without them, we would all become afflicted with "tired blood."

... In conclusion, let me comment on the community's responsibility for its children through the school. Communities have many institutions, agencies, and services which are designed for children. The school is one of many instruments of society for assisting children (and may I say adults too) in achieving their potentialities. The school, therefore, must never be burdened with the task of carrying the full load. Let us preserve our schools as centers for instruction where students and teachers may pursue the exciting business of discovering abilities, cultivating interests, mastering skills, uncovering truths, and acquiring the qualities of respectable and intelligent citizenship.

Determining Length of Periods

Growing concern for desirable length of class periods has paralleled an unprecedented interest in all aspects of educational improvement. Administrators, teachers, and parents increasingly are asking pertinent questions concerning ways of making all school experiences more meaningful. And this is encouraging!

A tendency in recent years to increase the length of high school periods has resulted in current interest in how effectively these periods are being used. Literature on practices in this area suggests that teachers, in many instances, must learn how to use the longer period effectively before it can be justified. Schools throughout the nation which have experimented with longer periods invariably indicate that, to be successful, they must be characterized by a greater variety of activities, by more attention to individual assignments, by further efforts to develop better study habits, by additional stress on individual pupil involvement, and by more emphasis on teacher-pupil planning for satisfactory personal attainment.

Current interest in length of periods also has resulted in much discussion concerning flexibility, about which many questions are being asked: Should length of periods, for

example, be identical for junior and senior high grade levels? Should length of periods be the same for all subject-matter areas? Should length of periods be identical each day in the week? Should opportunities be afforded for certain students to utilize exceptional freedom and flexibility for the sake of useful individual work? To what extent should consideration be given to using time before and after school for worthwhile experiences? To what extent should summer sessions be vitalized and oriented in terms of enrichment?

These questions, and others equally important, suggest the mounting enthusiasm for trying to make all education experiences more profitable than ever before. Nevertheless, much thinking and experimentation still need to be done before definitive answers are available relative to the best length for class periods under varying situations. Agreement is well nigh universal that school time needs to be utilized to better advantage, that uniformity among schools or school systems is not necessarily desirable, that administrative convenience should not dictate the length of periods, and that through intelligent experimentation progress will continue to be made.

"Minimum" Is Not Enough

"Minimum" has come to have limited, if not entirely negative connotations in almost every area of usage. Standards below those implied by this term are, for the most part, unsatisfactory, unacceptable, and fraught with sterility born of mediocrity. Equally important to remember is the fact that standards which barely meet minimum requirements may be so low, so inadequate, or so incomplete as to render them ineffective. Minimum standards in education are no exception to this generality.

North Carolina's minimum support program for educational opportunities throughout the State was intended from its inception as a foundation upon which local communities might build programs best suited to serve varying needs of youth in all sections. It was never intended, as the permissive language of the law indicates, as a ceiling program.

The fact that this minimum support program has been interpreted in two such opposite ways indicates that there are those who, *encouraged* by the State's efforts, move aggressively and persistently toward higher standards, while at the same time there are those who, *satisfied* with the State's efforts, bask in the comfort of their own rationalization and inertia.

The State's minimum program of education can never guarantee education of the variety and depth which its youth deserve. Administrative units increasingly are recognizing this fact as additional local funds are made available for library and supplementary books, audio-visual aids, special services, teachers' salaries, and additional personnel in areas of particular needs and interests. The minimum standard of 16 units for graduation as well as the 18-unit standard recommended by the State Board of Education have long since been exceeded in many communities. Similarly, many subject-matter requirements as indicated by the State are being supplemented in many schools by addi-

(Continued on page 4)

Language Laboratory Planning and Teaching Are Described In Bulletin From SDPI

A bulletin "Suggestions for the Language Laboratory in North Carolina Schools" was issued by the State Department of Public Instruction in April. This bulletin is intended for superintendents, principals, purchasing agents, and modern foreign language teachers seeking information on how to plan and use language laboratories in North Carolina secondary schools. It was prepared by Mrs. Tora Ladu and Evelyn Vandiver, consultants in modern foreign languages.

A language laboratory aids in the audio-lingual approach to language learning — "talking the language, not talking *about* the language" the bulletin explains. It describes requirements for laboratory equipment and layout, and methods of teaching. "Like any teaching tool, a laboratory is effective only in the hands of a well-prepared and enthusiastic teacher," it says. A glossary of terms used when operating laboratory equipment is included.

A feature of this bulletin is a list of the main "do's and don'ts" in planning and operating a language laboratory, prepared by the Modern Language Association. This list recommends hiring a consultant not connected with any firm selling equipment to plan, evaluate bids, and check operation of installed equipment. It recommends that planners see at least three different types of successful installations in operation before deciding on equipment. Other recommendations: "Don't plan a lab for use by everyone (languages, English, shorthand, speech); this will result in

confusion and frustration. Do follow the instructions and guidelines in the Council of Chief State School Officers' Purchase Guide (Ginn and Company, 1959) and its Supplement (Ginn and Company, 1961). Do write exact specifications into your contract. . . . Do build an expandable and flexible lab, to handle future increases in demand and improvements in equipment and methods. Do provide for regular preventive maintenance with an annual budget of 3 to 5 per cent of your total initial cost. Do plan for short lab sessions; 20 minutes of active daily use is the ideal. Don't impose the lab program on unwilling or unprepared foreign language teachers; start with one beginning course taught by an enthusiastic, make it a success, then add other courses one at a time. Don't expect the foreign language teacher to teach and operate the lab at the same time; hire a technician to assist him."

A current bibliography is given for persons seeking more detailed information on planning and using language laboratories.

Duke University Announces Conference On School Laws

The ninth annual School Law Conference at Duke University will be held June 19 and 20. This year the theme will be "Current Issues in School Law."

Topics to be covered are "Recent Court Cases of Significance"; "The Law of Defamation—A Trap for the Unwary School Teacher and Administrator"; "The Changing Pattern of School Law"; "Some Legal Aspects of Federal-State Relationships in Education"; and "Current School Law Issues Confronting School Administrators in North Carolina."

Some of the authorities in school law who will participate in the conference are Jacob Fox, counsel, Newark Board of Education, Newark, New Jersey; Reynolds C. Seitz, dean, Marquette University Law School; Newton Edwards, professor emeritus of education, University of Chicago; Lee O. Garber, professor of education, University of Pennsylvania; Edgar Fuller, executive secretary, Council of Chief State School Officers; and Ralph Moody, assistant attorney general for North Carolina.

Inquiries should be made to Professor E. C. Bohmeier, Department of Education, Duke University, Durham.

School Maintenance Expenses Are Too Low To Keep Up Buildings, State Data Shows

Only 1.19 per cent of the value of North Carolina's public school plants was spent on their upkeep for the 1960-61 school year. This compares with a recommended 3 per cent average yearly maintenance allowance to prevent deterioration.

No city school unit devoted as much as 3 per cent; most spent under 1 per cent. Only three counties spent 3 per cent or over—Brunswick, Pamlico, and Scotland—and none spent 4 per cent. The mountain county of Avery spent only \$548.91, which is .03 per cent of its property valuation of \$1,871,622. The amount needed for maintenance varies generally with age of buildings. Dr. J. L. Pierce, director of the Division of School Planning, State Department of Public Instruction, explained that a school system with a larger number of older buildings normally needs to spend more on maintenance.

A summary of maintenance expenditures compared with school property valuation for each of the 100 county and 73 city school administrative units in the State was mailed to all superintendents late in March. The report, dated March 21, showed maintenance expenditures totaled \$9,044,434.20 for

North Carolina's public school plants having property valuation of \$756,862,521, for the school year 1960-61. Dr. Charles F. Carroll, State Superintendent of Public Instruction, said that he hoped school superintendents will give increased attention to maintenance when they make up their operating budgets. He said that when maintenance projects are deferred from one year to the next the school buildings depreciate rapidly.

The report says the 100 county administrative units had maintenance expenditures of \$6,025,460.58, which was 1.25 per cent of their school property valuation of \$481,749,034. The 73 city units spent \$3,018,973.62 on maintenance which was 1.10 per cent of their property valuation of \$275,113,487.

Counties that devoted between 2 and 3 per cent to maintenance for the 1960-61 school year were Bertie, Camden, Carteret, Craven, Graham, Halifax, Hyde, Onslow, Pender, and Warren.

The only city units that spent as much as 2 per cent on maintenance were High Point at 2.28 per cent and Kings Mountain with 2.27 per cent. Most city units spent less than 1 per cent of property valuation.

"Minimum" Is Not Enough

tional requirements at the local level, with particular emphasis in recent years upon individual enrichment of experiences through worthwhile summer programs. For many the school day likewise has become longer in the interest of going beyond the minimum which so often has proved unsatisfactory.

Wherever there is satisfaction with the State's foundation program—a minimum program at best—North Carolina youth are being denied the right and the opportunity to develop their individual, potentialities. Meeting only the minimum standard in the area of education is likely to lead into flirtation with mediocrity.

Essay Contests Dropped

Essay contests are dropped from the official list of approved national contests of the National Association of Secondary School Principals for the next school year. Albert Willis, chairman of the NASSP committee on national contests and activities says, "This decision does not mean that schools are opposed to good writing. But if an essay contest is to be effective, it requires careful supervision. It is our feeling that principals and teachers already have a full program, and it is not educationally justifiable to impose time-consuming contests on them."

Bomar Will Take Presidency Of ASL At Miami Meeting

Cora Paul Bomar, supervisor of School Library Services, State Department of Public Instruction, will take office as president of the American Association of School Librarians, a division of the American Library Association, at the annual convention of the two organizations to be held June 17-22 at Miami Beach, Florida. Miss Bomar's term will be two years.

Participants from North Carolina in the ASL program include Marvin R. A. Johnson, design consultant in the Division of School Planning, SDPI; and Mary Frances Kennon, who took a leave of absence from the position of associate supervisor of School Library Services, SDPI, in January, 1961, to serve as director of the ALA-AASL School Library Development Project, with office in Chicago.

At the annual convention of the National Education Association in Denver, Colorado, July 1-6, Miss Bomar will preside at an NEA-ALA joint committee meeting, and over sessions of school librarians.

Recent engagements for the president-elect of AASL include appearance as speaker at the Palmetto Education Association, Department of Libraries meeting on April 6 in Columbia, South Carolina, on the topic "Effective Library Service: An Educational Imperative." She was a consultant and speaker at the Virginia School Library Development Project at Petersburg, Virginia, March 30-31; her speech was on "Development of Elementary School Libraries." On March 16 in Birmingham, Alabama, she spoke to the convention of the Alabama School Librarians' Association on the subject "Toward Excellence in School Library Service—Our Responsibility."

Seniors Are Warned To Check Reliability Of Mail - Order Courses Before Investing

A warning to current high school graduates to investigate the programs of out-of-State trade schools and correspondence courses before paying fees or signing contracts was issued April 17. Students are advised to check with their counselor or principal on reliability of the schools, and on the student's aptitude for the courses.

In a letter to high school principals and guidance counselors, Gilmore W. Johnson, supervisor of private business schools and veterans education, State Department of Public Instruction, points out that questionable out-of-State schools are not prohibited by law from mail and personal solicitation in North Carolina. He wrote, "It is, therefore, important that we make an all-out effort to inform our students about the need to seek advice before responding to advertising material by out-of-State private trade and correspondence schools. It is also important, on the other hand, to inform them about the excellent opportunities that are available in the approved North Carolina schools."

Johnson reports in the letter that he receives hundreds of inquiries each year about the reliability and value of courses offered by out-of-State private trade and correspondence schools. He writes, "Unfortunately many of these inquiries are made *after* an enrollment contract has been signed for a course costing several hundred dollars." He reports requests are made to his office from persons seeking help in getting "a refund of money which they have paid for correspondence courses which they have found to be of little or no value to them and which they do not desire to continue."

The letter adds, "There are reputable private trade and correspondence schools that render a valuable service to a large number of people; however, we also are aware there are many questionable schools whose representatives use high-pressure sales tactics in inducing students to enroll in courses for which the student has little aptitude and which will prove of little or no value to the student."

A colorful poster, 19 by 14 inches, is included with the letter, for posting on high school bulletin boards. This poster asks seniors to: "Choose your training after high school wisely. Investigate before you invest. Consult your guidance counselor." It warns in bold letters, "Contracts with private trade and correspondence schools are legal documents — check before you

sign." The poster advises, "Go to a recognized school. Learn a skill. Opportunities are available to you. Ask for information about courses offered in North Carolina: industrial education centers — business schools. Remember your future is at stake." The poster was designed by Johnson and was printed by students in the Winston-Salem-Forsyth Industrial Education Center as a part of their class work.

The letter and circular are part of a continuing program to encourage students to inquire of counselors and other qualified persons before investing in a course. Other literature circulated to seniors includes such messages as "Don't hurry. Most offers will be just as good next week. Beware of 'your last opportunity to sign up.' Above all, should the representative say you can get your money back if you change your mind, examine the contract to find if this claim is included. Promises not in writing are worthless. Read every line before you sign, and be sure you get a copy."

Seniors are advised, "Consult your counselor or principal. He can help to decide if you are qualified for the vocation considered."

Bond Issue Success Varies Over State In Five Years

The first four local school bond elections of 1962 resulted in defeat for three and victory for one. Defeated were issues in Johnston County for \$1.2 million, in Lumberton for \$1.6 million, and in Richmond County for \$1.7 million. Successful was an issue in Kings Mountain for \$1.7 million.

The largest issue last year was approved by voters in Mecklenburg County on December 19 for \$8.4 million in bonds for the Charlotte-Mecklenburg combined city-county schools. This made a total of \$22.4 million for schools and \$975,000 for community colleges approved by voters there, 1958 into 1962.

Sixty-six school bond elections have been held in the State since January 1, 1958. Voters approved 55 of the issues for \$133,914,000 and rejected 11 issues for \$16,941,000.

The record for local issues was 17 for and 1 against in 1958; 12 for and 4 against in 1959; 14 for and no defeats in 1960; 11 for and 3 against in 1961. Two of the defeats in 1961 came at the November 7 general election when the State-wide bond issues were defeated.

North Carolina Ranks High, Medium, and Low In NEA's Statistical Rankings of States

North Carolina ranks at or near the top in several categories related to public education, and farther down the list of the 50 states in a data summary, "Rankings of the States, 1962," published by the Research Division, National Education Association.

The main story for North Carolina includes: top rank in per cent increase for the average salary of the instructional staff, 1960-61 to 1961-62; top rank in public school enrollment as per cent of total enrollment in elementary and secondary schools plus bottom rank in non-public school enrollment; and high rankings in financial support of public schools compared to financial ability as shown in per capita income and State and local tax collections and appropriations for schools.

North Carolina's first place rank for instructional staff salary increase, estimated at 18 per cent for the current school year, compares with a national average of 4.9 per cent. It is tempered, however, by a low ranking for long-term salary raises, forty-third, for the 10-year period since the 1951-52 school term. Our State's 10-year increase is 55.0 per cent, comparing with 68.1 per cent increase as the national average during the decade.

For public school enrollment compared to number of pupils in non-public schools, North Carolina ranks at the top, closely challenged by Georgia. In the Tar Heel State, 98.9 per cent of the elementary and secondary pupils are in public schools, with only 1.1 per cent in non-public schools. Close behind are Georgia, 98.1, South Carolina, 97.9, Utah, 97.7, Arkansas, 97.4, and Mississippi with 96.9 in public schools. The national average is 86.5 per cent of pupils in public elementary and secondary schools. Lowest ranking is Rhode Island with 72.9 per cent of the pupils in public schools and 27.1 per cent in non-public schools.

In financial resources, North Carolina ranks forty-fourth in 1960 on the basis of average per capita income of \$1,574 for the year, comparing with the national average of \$2,223. However, the State ranks thirteenth in per cent of increase from 1950 to 1960, at 55.5 per cent. As another indicator of ability, the Tar Heel State ranks forty-sixth in personal income per pupil enrolled in public elementary and secondary schools in 1960, at \$6.392. The only states falling behind were Alabama at \$5,986, Arkansas at \$5,587, South Carolina at \$5,376, and Mississippi at \$4,462. The top five states were Delaware,

\$16,459, New York, \$16,126, Connecticut, \$15,147, New Jersey, \$14,886, and Illinois, \$14,463. The national average personal income per pupil enrolled in public schools for 1960 was \$10,670. Thus, North Carolina's income per pupil is only 59.9 per cent of the national average, and only 38.8 per cent of the top state's, Delaware.

North Carolina's per capita total general revenue of State and local governments is listed at \$201.45 for 1960, compared to \$280.62 national average, for forty-seventh place. More significant, North Carolina ranks eighth in State tax collections as per cent of personal income, 1960, with 6.4 per cent, compared to the national average of 4.5 per cent.

Effort for public education is shown in the ranking of the State at seventeenth place for combined State and local public school revenue, school year 1960-61, as 36.5 per cent of total revenue of State and local governments, fiscal year 1960, compared to the national average of 33.9 per cent. Utah is shown in first place at 44.2 per cent, and Massachusetts is in last place at 24.9 per cent.

Furthermore, North Carolina ranks tenth in estimated revenue from State sources per pupil in average daily attendance, 1961-62, at \$237, compared with the national average of \$194. The Tar Heel State ranks seventh in public school revenue from the State as per cent of personal income in 1960, at 2.8 per cent, compared with the national average of 1.5 per cent. More significance is shown by the ranking of fourth in per cent of public school revenue received from the State, 1961-62, at 71 per cent, compared to a national average of 40.2 per cent. Some North Carolina observers have strongly recommended increasing support from city and county taxes for the public schools. At the other end of the scale are New Hampshire in fiftieth place for state support with only 6.0 per cent of public school funds coming from the state, and Nebraska in forty-ninth place with 6.1 per cent from the state.

In federal aid to public schools, North Carolina ranks twenty-fifth for 1961-62, with an estimated 4.3 per cent of revenue from federal sources, compared to the top three states, Alaska with 25.6, New Mexico with 12.5, and Hawaii with 10.7 per cent, and the national average of 3.7 per cent. Furthermore, federal aid payments to state and local governments and to individuals in North Carolina in 1960 amounted to

\$41 per capita, ranking North Carolina in thirty-seventh place, compared to the national average of \$49 per capita. The top five states received amounts from \$245 per capita in Alaska to \$102 per capita in Montana. On the other hand, North Carolina's contribution of federal individual income and employment taxes, not counting all other federal taxes collected in the State, are listed at \$160 per capita, for forty-first place.

In per capita debt of state government at the end of fiscal year 1960, North Carolina ranks thirty-fourth, at \$45.29, compared to the top nine states which had no indebtedness — Arizona, Colorado, Florida, Georgia, Nebraska, South Dakota, Utah, Wisconsin, Wyoming, and Indiana.

North Carolina is twelfth in total civilian population, 1960 census, at 4,556,155, and is thirty-third in population growth from 1950 to 1960 at 12.2 per cent. North Carolina's larger-than-average share of the school age population is shown by ninth ranking, estimated at 1,256,288 as of July 1, 1961. California is in first place with 3,927,750 estimated. School age population is described as ages 5 through 17. The Tar Heel State ranks seventh in proportion of school age population to total civilian population, 1960, with approximately 28 per cent, compared to the national average of 25.1 per cent. However, the Old North State loses some ground in average daily attendance as per cent of public school enrollment, 1961-62, estimated at 91.2 per cent, ranking in twentieth place. The national average daily attendance, 1961-62, is estimated at 89.3 per cent. Delaware and Utah rank at the top with 94.0 and 93.6 per cent daily attendance; Arizona and Nevada rank at the bottom with 84.0 and 83.7 per cent attendance respectively.

Average length of school term, 1957-58, shows our State tied for sixth place, with 180 days. Other states having 180-day terms are Florida, Georgia, South Carolina, Virginia, Illinois, Michigan, and Rhode Island. The shortest term, 170 days, is listed for Arizona and Mississippi, and the longest, 182.1 days, is shown for Missouri. North Carolina law requires a minimum of 180 days school. (See related information, pages 8-9.)

Lunch Supervisors Meet

School lunch supervisors from throughout the State attended a conference in Raleigh, March 13-16, on "Strengthening Leadership through Evaluation," sponsored by the school lunch section of the State Department of Public Instruction.

Charlotte-Mecklenburg Special Education Program Has 1,493 Pupils In 43 Classes

In Charlotte - Mecklenburg schools 1,493 pupils are enrolled in 43 special education classes. Two classes for academically talented have a total of 28 pupils. The remaining 41 classes are for handicapped pupils. H. Jay Hickes, the local director of special education, says: "Atypical children do develop their assets and progress through school at their own rate." The classes range from primary level through high school. In an article in the local "School Report" newsletter of March 30, Hickes adds, "Twelve students were graduated from high school last year and received diplomas in special education. The special education program is helping parents, teachers, and other people in the community to have a positive understanding of children who are atypical."

Twenty-five children are in a sight-saving program. One class is offered for blind children with 10 attending. Programs for children with partial sight are conducted in regular classrooms. Deaf and hard-of-hearing children are instructed through a speech

therapy program. Seven full-time speech therapists are employed by the Charlotte-Mecklenburg schools in a continuing speech program for handicapped pupils. Children in speech therapy classes total 621 pupils, and these are not counted in the other totals listed.

Two classes of crippled children in the regular schools have a total of 25 pupils, and one class of crippled children at a rehabilitation hospital has 9 pupils. One class of 38 children is taught at a juvenile diagnostic center.

Thirty-two classes of educable mentally retarded have 600 pupils, divided as follows: 10 classes at primary level, 11 classes at intermediate level, 7 classes at junior high school level, and 4 classes at senior high school level. Four classes of trainable children in school have 53 pupils. The totals for each category do not overlap giving the grand total of 1,493 children in special education classes in schools of the Charlotte-Mecklenburg administrative unit.

Attendance Officers Serve About Half of School Units

Of the 100 county school units in the State, 42 have one or more attendance workers assigned and 58 have no assigned attendance worker for the 1961-62 term, according to data furnished to the State Department of Public Instruction by school superintendents. Two counties have two attendance workers—New Hanover and Robeson. County figures include the combined city-county Charlotte-Mecklenburg administrative unit that has one attendance officer, plus ten visiting counselors not counted in the attendance officer totals.

Among the 73 city schools systems in the State, 36 have at least partial use of an attendance worker; six of these have two workers—Asheville, Durham, Greensboro, Raleigh Tarboro, and Winston-Salem. Twenty city units have one attendance worker; and ten use the county school system's attendance workers. Thirty-seven city units do not have an attendance worker.

Attendance work may be done also by appropriate school personnel, such as principal, teacher, or visiting counselor, and by local director of public welfare under provisions of North Carolina law.

The superintendents report 75 attendance workers in the State. Forty-four of these are assigned to county school units and 31 to city administrative units.

Annotated Bibliography In Languages Available

Modern Foreign Languages in Secondary Schools. A Bibliography, recently published by the division of instructional services of the State Department of Public Instruction, has been distributed to language teachers throughout the State. Additional copies of this 13-page, annotated bibliography are available for additional school personnel who are interested.

The brochure, somewhat comprehensive in nature, has listings under the following headings: "Books, Bulletins, and Reports"; "Language Journals"; "Service Bureaus for Teachers"; "Honors Societies for Students"; "Periodicals and Newspapers for Class Use"; "Comic Books"; "The Language Laboratory"; "Courses of Study"; "Pen Pals"; and "Instructional Materials."

"Prepared by Mrs. Tora Ladu and Evelyn Vandiver, this bulletin should serve as a handy reference for modern foreign language teachers throughout the State", declared Nile F. Hunt, director of the division of instructional services.

Ladu and Vandiver Attend National Meet On the Teaching of Foreign Languages

Mrs. Tora T. Ladu and Evelyn Vandiver, modern language consultants in the State Department of Public Instruction, attended the ninth annual session of the Northeast Conference on the Teaching of Foreign Languages, April 13-14 in Boston. Approximately 1,500 teachers of foreign languages attended this conclave and participated in discussions of vital interest in this area.

Theme for this year's convention was "Current Issues in Foreign Language Teaching." Reports, prepared in advance of the conference by working committees and panels of eminent teachers, scholars, and administrators, were circulated prior to the convention in order that those in attendance might have a sound basis on which to participate in the proceedings.

Areas in which papers were prepared and around which discussion took place include: "Linguistics and Language Teaching," "Programmed Learning," "FLES Practices," and "Televised Teaching."

"No meeting of foreign language teachers tackles basic problems in this area with more intelligence and vision than the Northeast Conference," declared Mrs. Ladu. "Year by year the efforts of this organization improve the

teaching of languages throughout a wide area."

Appalachian Expects Full Enrollment For Summer

Summer enrollment at Appalachian State Teachers College, at Boone, is expected to exceed 3,000 for the second successive year. This figure "nearly matches the regular term enrollment," says Dr. James E. Stone, director of the summer session. He credits this large number to a "naturally air-conditioned campus" and a program designed for three kinds of students: "teachers and other educators who desire to improve themselves; regular college students from Appalachian and other colleges and universities who speed their progress toward degrees; recent high school graduates who would like to start early on their college programs."

About 80 per cent of summer students are from North Carolina. "Most out-of-staters come from Florida, South Carolina, Virginia, and Tennessee," Dr. Stone says, but about 30 states usually are represented. He says the large summer attendance "is a significant way in which the college is securing better use of its buildings and faculty."

State School Facts

MAY, NINETEEN HUNDRED AND SIXTY-TWO

How Does North Carolina Rank Among States In Public Education?

North Carolina ranks above average among the states in 29 and below average in 45 educational items, according to ranking made by the National Education Association.

While these rankings do not tell the full story of the status and quality of education, they do give the rank among the states on 74 different measures of education, financial resources, tax collections, and expenditures. As the Association points out, "no single set (of statistics) provides a complete and final answer to the question of how a state ranks, but a combination of several of them throws considerable light on this question."

ABOVE AVERAGE

North Carolina ranks above average on the following 29 items:

- **1st** among the 50 states in **public** school enrollment as per cent of total enrollment in elementary and secondary schools, 1957-58.
N.C.—98.9% Range: 72.9% to 98.9% 48 states & D.C.—86.5%
- **1st** among the 50 states in per cent change in estimated average salary of instructional staff, 1960-61 to 1961-62.
N.C.—18.0% Range: minus 2.1% to 18.0% 50 states & D.C.—4.9%
- **4th** among the 50 states in per cent of revenue for public elementary and secondary schools received from the state, 1961-62.
N.C.—71.0% Range: 6.0% to 81.2% 50 states—40.2%
- **5th** among 36 states in per cent of **elementary** school teachers with at least four years of college preparation, 1960-61.
N.C.—44.8% Range: 22.6% to 99.7% for 36 states
- **7th** among the 50 states in estimated school age population (5-17) as per cent of total civilian population, 1960.
N.C.—28.0% Range: 21.5% to 30.8% 50 states & D.C.—25.1%
- **7th** among the 50 states in public school revenue from the state, 1960-61, as per cent of personal income, 1960.
N.C.—2.8% Range: 0.2% to 3.8% 50 states & D.C.—1.5%
- **7th** among the 50 states of state and local expenditures for all public education as per cent of expenditures for all purposes, 1960.
N.C.—35.9% Range: 22.1% to 41.1% 50 states & D.C.—36.7%
- **8th** among the 50 states in state tax collections as a per cent of personal income, 1960.
N.C.—6.4% Range: 2.3% to 8.6% 50 states—4.5%
- **8th** among the 50 states in estimated revenue from state sources per instructional staff member, 1961-62.
N.C.—\$5,853 Range: \$196 to \$10,294 50 states—\$4,247

- **30th** among 36 states in per cent of population 25 years old and older with at least four years of high school, 1960.
N.C.—32.3% Range: 28.9% to 55.8%
- **30th** among 35 states in median income of families, 1959.
N.C.—\$3,956 Range: \$2,884 to \$6,887
- **31st** among the 50 states in estimated salary of instructional staff in public schools, 1961-62.
N.C.—\$5,087 Range: \$3,675 to \$7,650 (Alaska) 50 states & D.C.—\$5,716
- **31st** among the 50 states in total general revenue of state and local governments from own sources (fiscal 1960) as per cent of personal income in 1960.
N.C.—10.6% Range: 8.2% to 15.8% 50 states & D.C.—10.9%
- **32nd** among the 50 states in population 22-64 years of age as per cent of total population, 1960.
N.C.—47.9% Range: 43.8% to 53.7% 50 states & D.C.—49.8%
- **32nd** among the 50 states in estimated average salaries of classroom teachers in public schools, 1961-62.
N.C.—\$4,877 Range: \$3,560 to \$7,300 (Alaska) 50 states & D.C.—\$5,527
- **32nd** among 36 states in per cent of population 25 years of age and older with less than five years of schooling, 1960.
N.C.—16.5% Range: 21.3% to 2.8%
- **32nd** among the 50 states in state and local tax collections as a per cent of personal income, 1960.
N.C.—8.7% Range: 5.8% to 12.0% 50 states & D.C.—8.7%
- **33rd** among the 50 states in per cent of change in population, 1950 to 1960.
N.C.—12.2% Range: minus 7.2% to 78.7% 50 states & D.C.—18.5%
- **33rd** among 36 states in median school years completed by persons 25 years old and older, 1960.
N.C.—8.3 yrs. Range: 8.7 to 12.2 yrs.
- **34th** among the 50 states in per capita debt (full faith and credit only) of state governments at end of fiscal year, 1960.
N.C.—\$45.29 Range: \$413.76 to \$0 50 states—\$37.58
- **37th** among the 50 states in per capita Federal aid payments to state and local governmental units and to individuals, 1960.
N.C.—\$44 Range: \$26 to \$245 (Alaska) 50 states & D.C.—\$49
- **38th** among the 50 states in per cent of change in public elementary and secondary school enrollments, 1951-52 to 1961-62.
N.C.—25.0% Range: 1.2% to 164.4% 50 states & D.C.—44.8%
- **39th** among the 50 states in net civilian migration, 1950-1960.
N.C.—minus 8.2% Range: minus 22.5% to 59.3% 50 states & D.C.—2.0%
- **40th** among the 50 states in per cent change in estimated school age population (5-17), 1950 to 1960.
N.C.—21.5% Range: minus 1.6% to 137.8% (Alaska) 50 states & D.C.—42.9%
- **40th** among 49 states in high school graduates in 1959-60 as per cent of eighth grade enrollment in 1955-56.
N.C.—55.6% Range: 51.1% to 98.5% 49 states & D.C.—68.7%
- **40th** among the 50 states in per capita total state expenditures for all purposes, 1960.
N.C.—\$132.61 Range: \$85.25 to \$289.90 50 states—\$152.49
- **40th** among the 50 states in per capita expenditure of state and local government for local schools, 1960.
N.C.—\$7.20 Range: \$2.75 to \$124.04 50 states & D.C.—\$84.27

- N.C.—\$180.0
Range: \$170.0 to \$182.1
- 48 states & D.C.—\$177.6
- 10th among the 50 states in estimated revenue from state sources per pupil in ADA, 1961-62.
N.C.—\$237
Range: \$26 to \$514
50 states—\$194
 - 11th among the 50 states in per cent of increase in population 65 years of age and older, 1950 to 1960.
N.C.—38.6%
Range: 10.6% to 132.9%
50 states & D.C.—34.7%
 - 12th among the 50 states in total civilian population, 1960.
N.C.—4,556,155
Range: 226,167 to 16,782,304
50 states & D.C.—179,323,175
 - 12th among the 50 states in estimated public school enrollment as per cent of total civilian population, 1961-62.
N.C.—25.2%
Range: 16.5% to 27.4%
50 states & D.C.—21.3%
 - 13th among the 50 states in per cent of increase in per capita personal income, 1950 to 1960.
N.C.—55.5%
Range: 22.0% to 68.2%
 - 15th among the 50 states in estimated public elementary and secondary school enrollment as per cent of school age population, 1961-62.
N.C.—91.0%
Range: 71.2% to 112.0%
U.S. & D.C.—85.6%
 - 16th among the 50 states in per capita state expenditures for all public education, 1960.
N.C.—\$58.00
Range: \$20.47 to \$114.12
50 states—\$49.60
 - 17th among the 50 states in public school revenue (1960-61) as per cent of total revenue of state and local governments, 1960.
N.C.—36.5%
Range: 24.9% to 44.2%
50 states & D.C.—33.9%
 - 17th among the 50 states in per cent of total state expenditure devoted to state institutions of higher education, 1960.
N.C.—11.1%
Range: 3.2% to 17.4%
50 states & D.C.—9.0%
 - 20th among the 50 states in estimated average daily attendance as per cent of public school enrollment, 1961-62.
N.C.—91.2%
Range: 83.7% to 94.0%
50 states & D.C.—89.3%
 - 20th among the 50 states in per cent of secondary school classroom teacher with less than standard certificates, fall 1961.
N.C.—1.9%
Range: 1.2% to 6.0%
50 states & D.C.—4.3%
 - 23rd among the 50 states in per cent of elementary school classroom teachers with less than standard certificates, fall 1961.
N.C.—4.1%
Range: 3.0% to 9.0%
50 states & D.C.—7.4%
 - 23rd among 36 states in increase in educational attainment of population 25 years old and older, 1950 to 1960.
N.C.—1.0 yrs.
Range: 0.2 yrs to 2.6 yrs.
 - 23rd among the 50 states in per capita state tax collections, 1961.
N.C.—\$105.07
Range: \$63.23 to \$205.92
50 states—\$106.03
 - 23rd among the 50 states in public school revenue from state and local sources, 1960-61, as per cent of personal income, 1960.
N.C.—3.9%
Range: 2.6% to 5.5%
50 states & D.C.—3.9%
 - 25th among the 50 states in estimated per cent of revenue for public elementary and secondary schools received from Federal Government, 1961-62.
N.C.—4.5%
Range: 1.7% to 25.6%
50 states & D.C.—4.3%
- ### BELOW AVERAGE
- The State ranks below average on the following 45 items:
- 28th among 36 states in per cent of population 25 years old and older with at least four years of college, 1960.
N.C.—6.3%
Range: 4.8% to 10.7%
 - 28th among the 50 states in per cent increase in estimated current expenditure per pupil in ADA, 1951-52 to 1961-62.
N.C.—65.1%
Range: 38.2% to 129.8%
U.S. average—69.5%
 - 29th among the 50 states in expenditures for state institutions of higher education per capita of population, 1960.
N.C.—\$15.64
Range: \$5.81 to \$35.59
50 states—\$15.59
- 41st among the 50 states in per capita expenditures of state and local governments for all public education, 1960.
N.C.—\$82.45
Range: \$70.00 to \$171.99
50 states & D.C.—\$104.00
 - 42nd among the 50 states in public school revenue from state and local sources per pupil in ADA, 1961-62.
N.C.—\$319
Range: \$230 to \$734
50 states & D.C.—\$465
 - 42nd among the 50 states in estimated current expenditure for public elementary and secondary schools per pupil in ADA, 1961-62.
N.C.—\$290
Range: \$220 to \$615
50 states & D.C.—\$414
 - 43rd among the 50 states in per cent increase in estimated average salary of instructional staff, 1951-52 to 1961-62.
N.C.—55.0%
Range: 50.0% to 127.3%
 - 43rd among the 50 states in per capita disposable income, 1959.
N.C.—\$1,349
Range: \$1,067 to \$2,516
48 states & D.C.—\$1,907
 - 43rd among the 50 states in per capita total tax collections of state and local government, 1960.
N.C.—\$136.31
Range: \$117.60 to \$287.54
50 states & D.C.—\$200.67
 - 43rd among the 50 states in per capita retail sales, 1960.
N.C.—\$950
Range: \$761 to \$1,585
50 states & D.C.—\$1,212
 - 44th among the 50 states in population classified as urban, 1960.
N.C.—33.5%
Range: 35.2% to 88.3%
50 states & D.C.—69.9%
 - 44th among the 50 states in population 65 years of age and older as per cent of total population, 1960.
N.C.—6.9%
Range: 2.4% to 11.9%
50 states & D.C.—9.2%
 - 44th among 49 states in estimated number of infant deaths (under 1 year) per 1,000 live births, 1960.
N.C.—32.0
Range: 40.4 to 17.4
 - 44th among the 50 states in per capita personal income, 1960.
N.C.—\$1,574
Range: \$1,173 to \$3,013
50 states & D.C.—\$2,223
 - 44th among the 50 states in per capita general revenue of state and local governments from own sources, 1960.
N.C.—\$167.54
Range: \$146.96 to \$345.14
50 states & D.C.—\$241.87
 - 44th among the 50 states in per capita property tax revenue of state and local governments, 1960.
N.C.—\$37.32
Range: \$23.16 to \$136.75
50 states & D.C.—\$91.15
 - 45th among the 50 states in per cent of selective service registrants failing the mental tests, 1960.
N.C.—38.7%
Range: 56.5% to 4.7%
United States—21.7%
 - 45th among the 50 states in state and local property tax collections as a per cent of personal income, 1960.
N.C.—2.4%
Range: 1.1% to 6.2%
50 states & D.C.—4.1%
 - 45th among the 50 states in estimated per cent of revenue for public elementary and secondary schools received from local governments, 1961-62.
N.C.—24.7%
Range: 12.6% to 89.3%
50 states & D.C.—56.1%
 - 46th among the 50 states in personal income per child of school age (5-17), 1960.
N.C.—\$5,756
Range: \$4,083 to \$12,873
50 states & D.C.—\$9,116
 - 46th among the 50 states in estimated income (1960) per pupil enrolled in public elementary and secondary schools in 1960.
N.C.—\$6,392
Range: \$4,462 to \$16,459
50 states & D.C.—\$10,670
 - 47th among the 50 states in per capita total general revenue of state and local governments, 1960.
N.C.—\$201.45
Range: \$192.39 to \$470.48
50 states & D.C.—\$280.62
 - 48th among the 50 states in pupils per classroom teacher in public elementary and secondary schools, fall 1960.
N.C.—29.4
Range: 30.8 to 18.4
50 states & D.C.—25.7
 - 50th among the 50 states in non-public school enrollment as per cent of total enrollment in elementary and secondary schools, 1957-58.
N.C.—1.1%
Range: 1.1% to 27.1%
48 states & D.C.—13.5%

Certificate Renewal Questions and Answers Are Distributed To School Units In State

Answers to questions most often asked about teacher certificate renewal regulations were given in a letter to all superintendents and supervisors of city and county school units on March 23 by the State Department of Public Instruction. Some of the questions refer to changes made by the State Board of Education on January 5, 1961.

According to Board regulations: "A certificate is valid for five years from the date of qualification and/or the last six semester hours of credit earned. A certificate must be renewed within the five-year renewal period before September 1 of the year of expiration."

In question and answer form, the letter stated: "What is required for the first renewal of a Class A certificate?: Credit for six semester hours of nonduplicating senior college or graduate school credit applicable to the certificate and to the needs of the teacher."

"Will graduate credit used to renew an 'A' certificate still apply toward the Graduate certificate?: Yes."

"What is required for the first renewal of a graduate or administrative certificate?: This renewal requires six semester hours of applicable and appropriate graduate credit and may be either in professional education or academic areas."

"What is required for second and subsequent renewals of Class A and Graduate certificates?: Class A and Graduate certificates that have been renewed one time with college credit can be kept in force until 1970 on the basis of two years of experience for the 'A' certificate and three years for the Graduate certificate."

"What is required to renew certificates below Class A?: All certificates below Class A and ratings based on less than a college degree require six semester hours of college credit earned during each five-year period."

"Are life certificates required to be renewed?: No. Under the present plan, these certificates are valid for life and will remain in force."

All classes of certificates are discussed in each of the following questions and answers; answers having ramifications include a direction to see the official requirements for fuller explanation.

"How may an expired certificate be reinstated?: Regular college credit of six semester hours is required to reinstate expired certificates of all classes."

"How can a certificate needing a second or subsequent renewal be renewed in 1970?: By appropriate college credit of six semester hours earned between 1965 and 1970, or it may be renewed under the new plan which combines six units of credit through experience, non-college credit workshops, approved travel, and college credit (see new renewal requirements) completed between 1965 and 1970."

"Can credit earned now or before 1965 be used for renewal purposes in 1970?: No. Credit to validate a certificate from 1970 to 1975 must be earned during the five-year period from 1965 to 1970."

"How much non-college credit and travel credit may be recognized for renewal purposes?: Not more than two units through approved travel and either two or four units through approved non-college credit workshops may be recognized during a renewal period (see new renewal requirements)."

"If a certificate has been renewed one time with college credit and is now valid, but the holder will have insufficient teaching experience during the renewal period to renew, can it be renewed through approved non-college credit workshops or approved travel experiences?: Approved non-college credit workshops or approved travel experiences may be used toward renewing a certificate in lieu of teaching experience."

"How many non-college credit units earned through the Special In-Service Education Program may be recognized for renewal purposes?: Six units . . . (see Descriptive Outline for North Carolina's Special In-Service Teacher Education Program)."

"May college credit courses sponsored through the Special In-Service Education Program be used for first renewal as well as second and subsequent renewals?: Yes. College credit earned through the Special In-Service Program is recognized in the same way as all other college credit."

However, the letter adds, "in setting up in-service opportunities for teachers, the primary motive should be for the personal and professional improvement of the teachers involved, without any regard to certification. In fact, authorities in the field point out that certification should not enter the picture at all."

NDEA Helps Charlotte

Charlotte - Mecklenburg schools report that approximately \$950,000 has been spent locally, half being in matching Federal Funds, under the National Defense Education Act since its inception four years ago. In the past three years, roughly \$600,000 was spent locally under Title III, of which \$300,000 was matching federal funds. Title III is designed to strengthen instruction in mathematics, sciences, and languages. Some \$150,000 was spent under Title V, with approximately \$75,000 being matching federal funds. Descriptions of effectiveness of extensive additions of laboratory and class equipment obtained under the NDEA programs are given in the March 30 issue of the Charlotte - Mecklenburg "School Report" newsletter.

Audio-Visual Workshops Include All School Units

The fourth of six audio-visual workshops scheduled State-wide was held at Brogden Junior High School in Durham on April 11 for the 25 public school administrative units in the north central region. The western region workshop on May 9 at Western Carolina College, Cullowhee, and the south central region session on May 22 at Pfeiffer College, Misenheimer, close the series for the school year. Four persons were invited from each of the school administrative units in the State to attend one of the workshops and to report to their local school staffs.

Sponsorship was through the National Education Association's Department of Audio-Visual Instruction and the NEA's Association of Supervision and Curriculum Development, with help of a grant from title VII, section B, of the National Defense Act. The North Carolina State Department of Public Instruction cooperated.

At the Durham meeting, E. L. Phillips, assistant superintendent for instruction, Durham city schools, gave the orientation and was in charge of arrangements and operations. Of the 100 participants invited, 98 came. Each attended one of the four concurrent workshops; local production of transparencies, and dry mounting of illustrations; audio devices, bioscope, and special devices; films, television, and radio; and programmed materials — controlled reader, tachistoscope. Superintendent Charles H. Chewning of Durham county schools evaluated the newer media from the school administrator's viewpoint at the end of the meeting. He concluded, "For an audio-visual program to be successful, a trained audio-visual director must be in charge."

Film Talk

MEXICO, THE LAND AND THE PEOPLE

Mexico is a land of contrast, both economically and geographically. Mexico's geography is made up of mountains, tropical lowlands, and deserts. The economy of the country is changing with the growth of the middle class. Other changes are also evident in the growth of modern cities.

Encyclopedia Britannica Films, 20 minutes, color, mid-grades, junior high and high school

LIFE IN HOT RAIN FORESTS (Amazon Basin)

The Amazon River in Peru is the center of activities for the people of the hot wet lands. The jungle is crowded with the growth of many plants and a wide variety of animals living there. Rubber is collected in small amounts, heated to the form of a large ball, then traded in the village for needed goods.

Coronet Films, 13½ minutes, color, grades 4-6

CHEMISTRY LABORATORY TECHNIQUES

The techniques of handling various types of equipment in the chemical laboratory is not accidental but rather a result of training and practice. This series of eleven films is designed to help train students in the use of this equipment. Safety is emphasized in each and every phase of equipment and material handling. Some of the films would have to be purchased in color, which could be determined only after careful preview by the interested school. Films in the series are: (1) Introduction to the chemistry laboratory, (2) The Bunsen burner, (3) Glass tubing, (4) The test tube, (5) Reagent Bottle, (6) Solids, (7) Filtration, (8) Acids, (9) Vapors, (10) The blowpipe, and (11) Safety in the laboratory.

Disraeli Films, color—black and white, high school and college

TIME

Time is relative. What happened when is only a matter of where you are when it happened. This film points out what happens to various objects when the time relationship is changed. The clothing of Dr. Moon is out of date. This film would not be appropriate for most school situations.

Moody Institute of Science, color, high school and college

AUDIO-VISUAL MATERIALS IN TEACHING

When Roger came to school, he came to set aside outside interests and concentrate on learning through selective experiences. Is Roger ready to learn? Mrs. Adams, the teacher, knows the tools available to her. She has pro-

Conference On Exceptionally Talented Features Three National Leaders

Three national leaders in the area of education of exceptionally talented pupils participated in a State-wide program on this topic held in Raleigh, May 6-7, under the supervision of the Department of Public Instruction. More than 200 educators attended this conference.

J. Ned Bryan, specialist, gifted and talented, U. S. Office of Education, discussed "Notable Programs Now Being Administered Over the Nation"; Dr. Elizabeth Drews, associate professor, Michigan State University, spoke on "New Approaches to Teaching Able and Gifted Children"; and Virgil S. Ward, professor of education, University of Virginia, discussed "Philosophy of Teaching Gifted Children." Each of these visitors is recognized for his excellent background of training, research, and general experience in this area.

During the two-day conference J. Dixon Emswiler, director of the North Carolina program for exceptional children, made "A Progress Report for North Carolina"; and Nile F. Hunt, director of the division of instructional services, spoke on "The Meaning of Excellence."

The conference also featured seminars on problems of instruction plus a special seminar on professional and administrative guidelines for programs for the exceptionally talented.

vided a rich environment for her class to study a unit on conservation. The teacher knows how audio-visual materials can make a special contribution to her instruction. In anticipation of the study of conservation, she selected materials to be used with the cooperation of the building coordinator and the audio-visual director. A very interesting film.

Coronet, 16 minutes, color, teacher education

How To MAKE A PUPPET

The proper procedure for making a puppet from plasticine is shown. After the plasticine has been properly shaped, three layers of paper are added to the form. After hardening, the form is cut in half and the plasticine is removed. The hands are handled in a similar fashion. The dress or clothing is done in the same way as doll clothes.

Bailey Films, 12 minutes, color, elementary grades, teacher education

Prospective Teacher Loans Will Go To 625 In State

Award of scholarship loans worth \$350 per year to each of 625 prospective teachers was announced on April 27 by the State Department of Public Instruction. Most of the recipients are high school seniors. They may choose to attend any senior or junior college in North Carolina.

The winners were selected from 1,942 applicants on the basis of aptitude, purposefulness, scholarship, character, financial need, recommendations from their high school principals or counselors, and their plans to teach in subjects for which the demand for teachers is greatest. Although priority is given to high school seniors, college undergraduates who need the aid to complete requirements for a bachelor's degree are eligible.

Besides the selected winners, 50 alternates were notified they may be eligible to receive the awards if nominees decline.

Each student receiving the scholarship loan must agree to teach one year in the public schools of North Carolina for each year of the loan assistance. Recipients receive credit on repayment of the loan by teaching, at the rate of one year repayment credit for each year of teaching a minimum of 120 days of school. If the recipient does not complete college or enter teaching in public schools of the State, he is required to repay the loan with interest. An extension of time for repayment is granted for sufficient reason, including enrollment in full-time studies for a master's degree as preparation for teaching.

The scholarship loan program for prospective teachers is in its fifth year. At present, 1,281 recipients of the aid are enrolled in 48 colleges in North Carolina. Also, 350 public school teachers now in North Carolina public school teaching completed bachelor degree requirements with the financial aid under this program. At the end of the spring term, 226 more of the recipients are expected to receive their degrees and qualify for teaching.

The program is administered by Clifton T. Edwards of the Department of Public Instruction, Raleigh.

Wilson Schools Pioneer In Preparation And Teaching of Unit On Communism

During the month of May, high school juniors in Wilson will study various aspects of Communism under teachers who for eight months have been preparing for this two weeks' unit, according to Superintendent George S. Willard, who has spearheaded this program.

Late in 1961, after the conclusion of four working seminars on this topic in which 285 persons participated, the Wilson City Board of Education adopted a five-point policy concerning the teaching of Communism within the public schools.

Since the adoption of a general policy in this area, teachers have been preparing themselves to teach this unit; and a committee headed by Superintendent Willard has been working on curriculum guides and annotated bibliographies in the broad area of Communism.

"Four mimeographed bulletins are now available to eleventh-grade American history teachers and to others in Wilson and the Wilson school system—bulletins which will serve as guides to teachers in presenting this topic in the most effective manner," declared Willard.

These bulletins includes the following titles: "Democracy Faces Communism," "What Is the Nature of the Communist Threat?" "What are Some of the Realities of Communism?" and "What are Some of the Implications for American Citizenship?"

"These materials, developed primarily for teacher use, not only give basic information needed by teachers in teaching a unit on Communism, but they afford leeway for flexibility in presentation of the over-all topic," Willard emphasized. "Teachers are encouraged to make the unit as meaningful as possible to all American history students through readings, discussions, panels, debates, papers, research, use of audio-visual aids, use of community resources, and the last feature of the mimeographed materials is the rather comprehensive annotated bibliography which is included in the special package."

Important limitations of the current approach to teaching the two-weeks' unit on Communism were emphasized by Superintendent Willard and are spelled out in specific detail in the bulletin entitled, "Democracy and Communism."

- The scope of the subject matter is defined in terms of three objec-

tives: (1) to assist the student in learning about the nature of the Communist threat; (2) to help the student in learning something about the realities of Communism; and (3) to help the student in learning some of the implications for American Citizenship.

- The unit does not attempt to give a complete chronological or historical approach to Communism; historical references are used primarily to bolster basic concepts.
- The unit avoids the currently popular trend to try to indoctrinate students at one and the same time on the good of democracy and the evil of Communism.
- There is no conscious attempt to convert the teaching about Communism with contemporary American politics, and there is no attempt to evaluate the controversy between right and left.

Superintendent Willard also emphasized, "The present approach to the teaching about Communism does not preclude the possibility of modification in the future. Most of our preparation has been original, since so few guidelines were available. Continuous evaluation by teachers, administrators, and Board members of the Wilson City Administrative Unit may be expected to yield improvement consistent with good educational practice and the best interests of American democracy."

Underprivileged Children Need Appeals To Interests

Schools that have large numbers of underprivileged students from slum areas, urban or rural, should adapt programs more related to their lives and needs, with emphasis on reading ability. This recommendation is made by the Educational Policies Commission of the American Association of School Administrators in a 39-page booklet, "Education and the Disadvantaged American," released in April.

The report points to dangers that by 1970 half the people who live in large cities will be disadvantaged Americans, poorly educated, poorly adapted to earning a livelihood, and in danger of becoming charges on their communities. Specific social segments discussed include nonwhite populations, marginal subsistence farm populations, Puerto Rican immigrants, and Mexican-Americans.

School Libraries Issue Is Edited By Miss Bomar

Guest editor of the spring issue of "North Carolina Libraries," was Cora Paul Bomar, supervisor of school library services, State Department of Public Instruction. The quarterly magazine is published by the North Carolina Library Association.

This edition was named the "School Libraries Issue." It contained articles by Carleton West, president of NCLA; Charles F. Carroll, North Carolina Superintendent of Public Instruction; Mary Frances Kennon, director of the national School Library Development Project of the American Library Association and American Association of School Librarians; Mildred S. Council, State executive director of National Library Week; by other North Carolinians in library work; and a reprint of Governor Sanford's proclamation of National Library Week, April 8-14, in North Carolina.

Guest editor for the "Membership Issue," summer, 1962, will be Leonard Johnson, director of libraries in Greensboro City Schools.

Economics In Construction, Choosing Site, Are Told

A booklet "Economics in School Construction," from the Interstate School Building Service of George Peabody College for Teachers, Nashville, Tennessee, provides a set of rules for getting the most useful school building for the money from the planning stages. Published in January, 1962, the booklet is priced at one dollar. It expands rules into working details in financing; contractual services; compliance with building codes and rules; selection and development of school sites; choosing materials that are durable, easily maintained, and offer maximum economical protection against fire and other threats; and in planning multiple-use rooms so that their added cost will be offset by additional use.

Among the economy rules regarding site are: "Choose a site with physical characteristics that contribute to economy of construction and development." "Use caution in accepting gifts of land." "Consider the accessibility of public utilities." "Purchase sites well in advance of need . . . real estate values increase consistently over the long term . . . a school can be located properly for the population it is to serve. Purchase sufficient land for the site to take care of future expansion needs."

Credit Tour To World Fair

Nine quarter hours credits are offered by East Carolina College for the 1962 summer travel study tour to the Seattle World Fair and the Pacific Northwest. The credits may be earned in either geography or education, for undergraduate, graduate, or certificate renewal credit, the college said. Travel will be in an air-conditioned chartered bus. Itinerary includes national parks in the northwest quarter of the country. Cost, date, and duration are to be announced, said Mary H. Greene, director of the ECC news bureau, in a publicity release.

8,551 School Buses Carry 565,354 Pupils Each Day

Public schools in North Carolina operate 8,551 school buses that carry 565,354 pupils daily on the average. A statistical summary of school transportation released in April by the Controller's Office shows that 50.5 per cent of the total public school enrollment for the first month of school last fall were transported to school. About 75 per cent of all transported pupils are in elementary grades, and 25 per cent in high school. Nearly half the school buses, 3,847, make two or more trips each day. Total bus trips each day in the State are 12,159.

Daily the buses travel about 293,000 miles for a total annual distance of more than 53,000,000 miles. Estimated total cost of public school bus transportation in the State for the present school year of 181 days is \$1,146.00 per bus, including all expenditures, replacement and operating. This amounts to about \$6.33 per bus each day or 18.5 cents per bus mile. The cost per pupil transported is expected to average about \$17.33 for the school year, or about 9.6 cents per day.

The summary says, "The average school bus in North Carolina transports 66 pupils each day; transports 47 pupils per trip; makes 1.42 trips per day, 12 miles in length (one way)." The average bus "picks up 3.9 pupils per mile (one way); travels 35 miles each day; travels about 6,300 miles per year; has a carrying capacity of 65 pupils."

Comparable data for the 1960-61 school term showed 550,171 pupils were transported by public school buses at a total cost of \$9,255,681.70 for an average cost of \$16.82 per pupil, with cost per bus mile about 16 cents. More buses operated in Mecklenburg last year than in any other county, 227. This was followed by 224 each in Wake and Robeson. The county in which least buses operated was Dare with 17, followed by Tyrrell with 19.

Reciprocity In Certification of Teachers Is Not Fully Recognized By 22 States

North Carolina is one of the 22 states that do not certify teacher applicants from outside the State merely on the basis of graduation from a four-year teacher training program in any college accredited by the National Council for Accreditation of Teacher Education. The list shrank from 23 when the Colorado State Board of Education approved the reciprocity at its regular meeting on March 14, 1962.

Shortcomings are admitted in the reciprocity program. Specifically, accreditation by NCATE is for over-all programs of the teacher education institutions, rather than program-by-program approval. Colleges may excel in some subject fields while they are substandard in one or more subject fields. The North Carolina position is explained in an announcement issued by the State Department of Public Instruction on April 13, 1960, as a form letter to be sent to applicants or persons inquiring. It says:

"Reciprocity: Broadly conceived, *Reciprocity* is concerned with the conditions under which teachers educated in one state may be certified to teach in another state. The problem arises from the fact that the states are not uniform in their requirements for the certification of teachers. On March 6, 1958, effective beginning with the school year 1958-59, and for certificates issued as of July 1, 1958, the State Board of Education authorized a reciprocal certificate, subject to the following principles and practices:

"1. In determining the qualifications of the applicant (out of state) for a North Carolina certificate, the North Carolina requirements will first be applied. When these requirements are not met fully, the applicant shall be certified under the following conditions:

"a. The applicant shall be a graduate of an accredited senior college.

"b. Reciprocal relations shall be concerned only with certification at the four year degree level, and only with classroom teachers.

"c. The reciprocity certificate shall be restricted to the areas and at the levels in which the applicant holds an out of state certificate.

"d. The reciprocity certificate shall be valid for one year, after which the applicant shall comply with regular North Carolina requirements.

"e. Any and all reciprocity certificates shall be subject to the renewal requirements of North Carolina.

"2. If the applicant holds the highest grade certificate in another state based on the bachelor's degree, and if

the certificate is issued by the state in which the training was obtained, he may be issued under the conditions set forth above the appropriate North Carolina certificate—Primary A, Grammar Grade A, or High School Teacher's Class A."

The states that grant approval on basis of graduation from an NCATE accredited institutions are, besides Colorado: Alabama, Delaware, Florida, Georgia, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Missouri, Nebraska, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Utah, Vermont, Washington, West Virginia, and Wyoming. The only national accrediting agency for teacher education recognized by these states is NCATE.

Teacher In-Service Courses Attract 105 School Units

Approximately 6,300 teachers from 105 school units in North Carolina had applied by April 5 for participation in the teacher in-service training program which went into effect with State funds last October. Thirty-eight city units and 67 county units are represented. Some in-service courses are attended by teachers from more than one school and from more than one district or county, particularly among smaller schools.

All classes are held outside school hours. Greatest attendance is in English, social studies, sciences, and mathematics, followed by art, library science, foreign languages, and music. Nearly 200 individual classes are scheduled. One hundred and sixty-six instructors are involved; 152 of these are from faculties of colleges in the State; others are from schools and military services. Some courses are arranged for college credit, and some for noncredit. Main objective in both cases is for advancement of teachers' abilities.

The State legislature in 1961 appropriated \$300,000 for this program, providing pay for instructors of the courses during 1961-62 and 1962-63 school years. Under the legislation, a school unit is allowed up to \$375 for each credit hour of instruction it provides for teachers. By April 5 the amount committed to the schools was \$99,110.43. This information comes from James Valsame, coordinator of the program for the State Department of Public Instruction.

Policy Statement On Teaching Of Religion And Bible In Schools Is Reissued By SDPI

A statement of policy on teaching of religion or Bible courses has been reissued as a mimeographed letter by the State Department of Public Instruction, to be used in answer to inquiries from interested citizens. This statement says, in part, "There is no statute relating to the teaching of Religious Education or Bible in the public schools. A number of public schools in the State have courses in Bible offered on an elective basis. There were in 1959-60 fifty-eight schools reporting an enrollment of 3,239 students.

"The teaching of Bible is not sponsored or promoted by the State Department of Public Instruction. For this reason no course of study in the teaching of Bible has been issued by the Department," the statement continues. "Credit may be allowed as an elective unit toward graduation if the person teaching the course is certificated by the Division of Professional Services. As a rule . . . teaching of Bible is sponsored by the local Council of Churches. In many instances this organization nominates the teacher, but the teacher is elected by the local school board and becomes a regular member of the faculty. Usually the full salary of the teacher of Bible is paid by the local sponsoring agency.

"In North Carolina the Bible courses are usually taught in the school building. No arrangement has been worked out for releasing students at a particular time to go to their churches for religious instruction.

"The attached ruling of the Attorney General made in 1941 covers the legal aspects of the teaching of Bible in North Carolina:

" . . . The North Carolina statute does not contain any provision dealing with the reading of the Bible or teaching thereof in the common schools of the State. The Constitution, Article I, Section 26, provides as follows: '26. Religious Liberty.—All men have a natural and inalienable right to worship Almighty God according to the dictates of their own consciences, and no human authority should, in any case whatever, control or interfere with the rights of conscience.' . . . No doubt, it was because of the constitutional provision above quoted that courses in Bible were left out of the compulsory courses of study required by law. The language of the Constitution, with regard to freedom of religious worship, is very broad in its terms and if elective courses of study of the Bible are made a part of the curriculum of any of the public schools of this State, great care should

be taken in the selection of such courses and in the manner in which the courses are taught, that there is no violation of this section of the Constitution."

" 'From a practical standpoint,' " the ruling of the Attorney General is quoted, " 'due to the great variety of religious beliefs and sects in this State, it seems to me that it would be very difficult to prescribe a curriculum which includes a course in the study of the Bible, to select one which would not in some instances infringe upon the inalienable rights to worship Almighty God according to one's own dictates, or interfere in some manner, however small, with the rights of one's conscience in this regard.' "—Attorney General, July 18, 1941."

Accreditation Standards and Checklists To Be Distributed During Summer

Accreditation standards and evaluation checklists for use in North Carolina schools are currently being refined and duplicated for distribution, explanation, and use next fall, according to Superintendent Charles F. Carroll.

"In an effort to make accreditation more meaningful, up-to-date, and useful, a project in formulating standards and checklists was begun more than a year ago," declared Superintendent Carroll. "Early next fall this instrument will be available to all administrative units within the State for local application."

Three committees from the State Department, augmented by educators from the field, have worked independently and cooperatively on standards for the elementary school, the junior high school, and the senior high school. Madeline Tripp and Homer Lassiter, State supervisors in elementary education, have served as co-chairmen of the committee on elementary standards; Cora Paul Bomar and Joseph Cashwell, junior high school; and Dr. Vester M. Mulholland and Y. A. Taylor, senior high school.

Standards and checklists center around the following sub-topics: (1) organization and administration; (2) curriculum and instruction; (3) personnel; (4) instructional materials and equipment; and (5) buildings and environment.

"Specific suggestions for using the standards and checklists will be made at the regional meetings for principals which will be scheduled next fall," declared Dr. Carroll.

S. J. Cole Leaves Fremont

Superintendent S. J. Cole of Fremont schools in Wayne County has resigned to become assistant superintendent of the State School for the Blind and Deaf, Raleigh, effective at the end of the present school term. Cole has been in the Fremont school system for seven years. He began as a teacher and coach, and was named superintendent five years ago. He is brother of Henry C. Cole, administrative assistant of the Goldsboro schools.

Cole is a native of Elizabethtown and a graduate of Louisburg and High Point Colleges. He also studied at the University of North Carolina, and received a master's degree from East Carolina College. He was an X-ray technician with the U. S. Army during the Korean War.

More than fifty consultants, representing superintendents, supervisors, principals, and teachers have assisted members of the State Department in preparing these standards and checklists.

"It is expected," Dr. Carroll stated, "that this instrument of cooperative evaluation will do much to bring additional quality to education throughout North Carolina." After experimental use during the coming year, further refinements will be made and incorporated into a printed edition.

Principals Get Time Shift For Own Study After 1962

Former regulations requiring classified principals to be on duty for two weeks before the start of the fall school opening and two weeks after closing of school in the spring were amended by the State Board of Education at its meeting March 1. The amendment, effective July 1, 1962, will permit those principals who have been officially admitted to an accredited graduate school for a degree program to transfer not more than one week following the end of the school term to the period prior to the opening of the next school term.

The county or city superintendent of schools must report to the State Superintendent and to the Controller in advance that this arrangement is made in order that proper salary payment may be made. The principals shall remain on ten months' employment schedule.

Private Business Colleges Grow In State, With New Plants and Over 5,200 Students

High school graduates who choose to enroll in a business college in North Carolina will find generally a far more attractive and well-equipped institution than a generation ago. Some schools have moved to suburbs for parking space, landscaped campuses, and dormitories.

During each of the past four years a new business college plant has been built in North Carolina, and another is under construction now, says Gilmore W. Johnson, supervisor of private business schools and veterans education, State Department of Public Instruction. Still another is in the planning state.

Present enrollment in private business colleges is more than 5,200 students, including about 300 veterans. This compares with an enrollment of approximately 4,000 in 1959, with roughly half of these being veterans. The largest business school in the State has an enrollment of 764 students at present. It has three dormitories and is building another. Length of courses ranges from nine months for a stenographic course to 24 months for a senior accounting course.

Tuition in the past year averaged about \$42 per month, for 25 clock hours of instruction per week. The regulation program contains six class periods of 50 minutes each, five days per week. Some schools offer also evening programs for working students. A full-time student usually takes five subjects, and goes to school continuously until he completes the course. Some of the business colleges offer several scholarships that pay part of the tuition, to high school valedictorians or to special categories of students such as high school graduates from orphanages and children of full-time ministers.

All the private business colleges in North Carolina operate under approval and license of the State Board of Education. Forty-six approved business colleges are listed in the Educational Directory issued by the State Department of Public Instruction. They are located throughout the State. Information on student life, courses, costs, entrance requirements and starting dates, as furnished by 37 of these, are included in the illustrated pamphlet "Opportunities in North Carolina Business Colleges," issued by the Superintendent of Public Instruction last November, and available free to prospective students and to high school guidance teachers from the Director of Publications, State Department of Public Instruction, Raleigh.

Two Attend Science and Math Preparation Meeting

Two representatives of the State Department of Public Instruction attended a conference on the science and mathematics portions of the preparation programs of elementary teachers, May 6-8, in Washington, D. C. They are J. P. Freeman, director of the division of professional services, and Clifton T. Edwards, supervisor of teacher recruitment, scholarship, and placement.

The conference is a part of the teacher preparation and certification study sponsored by the National Association of State Directors of Teacher Education and Certification, with the cooperation of the American Association for the Advancement of Science and support of the Carnegie Corporation of New York.

It is one of three conferences on the subject; the other two were held at Chicago and Salt Lake City. Eastern and southern states were represented at the Washington meeting. Group meetings were held on teachers preparation and certification in biological sciences, physical sciences, earth sciences, and mathematics. Guidelines were developed.

Institute For Research Design Attracts N. C. Educators and Five National Leaders

Sponsored by the Department of Curriculum Study and Research, the first "Institute for Research Design" was held May 10-12 in Durham, with five consultants of national eminence participating. More than 150 administrators, sponsors, and teachers took part in this conference, which was planned primarily by Dr. I. E. Ready and Dr. E. T. Brown of the Curriculum Study.

Consultants included Dr. Jack Frymier, director of instruction, Orlando, Florida; Dr. James McDonald, director campus elementary school, Milwaukee, Wisconsin; Dr. James Rathis, professor and research consultant, University of Wisconsin; Dr. Harry Eastburn, guidance director and research analyst, Mason County schools, West Virginia; and Mrs. Ida Eastburn, special services consultant, Mason county schools, West Virginia.

"One purpose of the Institute," according to Dr. Ready, "is to assist local schools in becoming more active in re-

ECC Plans Theatre School For Carolina Beach

East Carolina College Summer Theatre School, sponsored by the Extension Division of ECC, will offer courses during the coming summer at Carolina Beach in stagecraft and in literature for the theatre. This venture into summer theatre, including credit courses, will be carried on in connection with the Carolina Beach Playhouse.

Courses will begin July 20 and continue through August 16. These courses may be applied to a major in drama and speech now offered at ECC.

Plays to be presented during the summer include "The War Between the States", a program of short plays in celebration of the Centennial; "Sight Unseen," an ingenious hilarious farce-comedy; "Dirty Work at the Crossroads", an old time melodrama with music and songs of the gay 90's; and a fourth play to be announced.

Students interested in this program should address their inquiries to Extension Division, Box 307, ECC, Greenville. "Enrollments will, of necessity, be limited," according to Ralph Brimley, director of courses in the Extension Division. "It is hoped that some teachers with an interest in summer theatre work will elect to take the courses on a non-credit basis and desire to work with the production company."

search activity in ways which will be most productive and useful."

Topics discussed at the three-day Institute include the following: "Stating and Analyzing Your Project," "Setting Up the Basic Plan," "Describing the Status Quo," "Measuring the Change," and "Interpreting and Reporting the Change."

In further elaboration covering the Institute and the Department of Curriculum Study and Research, Dr. Ready remarked, "The stated general objective of the Department of Curriculum Study and Research is to provide the State Board of Education with information and recommendations needed in policy making decisions on the curriculum and other problems. We think that research results are basic to this objective and that research activity and support should assume increasing attention. It is hoped that the Institute will provide stimulation in this direction."

LOOKING BACK

Five Years Ago

(N. C. Public School Bulletin, May, 1957)

Ella Stephens Barrett, supervisor of guidance service for the State Department, will return to her position June 15 after serving as a guidance consultant in India for the past ten months.

Charles E. Spencer, director of the division of school health and physical education, began work in Washington, D. C. March 11, as a special consultant with health and physical education in the secondary schools section of the U. S. Office of Education.

Ten Years Ago

(N. C. Public School Bulletin, May, 1952)

A **State Advisory Council** on Teacher Education has been created in North Carolina.

E. N. Howell, principal of the Swannanoa High School, Buncombe County, was elected president of the North Carolina Education Association at the annual meeting recently held in Asheville.

Fifteen Years Ago

(N. C. Public School Bulletin, May, 1947)

J. A. Pritchett, representing the first educational districts and Mrs. R. S. Ferguson, representing the sixth district, whose terms of office as members of the State Board of Education expired April 1, were re-appointed by Governor Cherry to succeed themselves for another eight-year term.

Dr. J. W. Studebaker, U. S. Commissioner of Education, recently visited the State Department of Public Instruction conferring with State Superintendent Clyde A. Erwin and several of his staff members.

Twenty Years Ago

(N. C. Public School Bulletin, May, 1942)

At the annual meeting of the North Carolina Education Association, held in Raleigh, March 19-21, John C. Lockhart, Superintendent of the Mecklenburg County administrative unit, was elected president, and Horace Sisk, Superintendent of Fayetteville city administrative unit, was elected vice-president.

Twenty-five Years Ago

(N. C. Public School Bulletin, May, 1937)

Approximately 175,000 boys and girls were enrolled in the public high schools of the State during the school term 1936-37, it is estimated. Of this number about 143,000 were white and 32,000 colored.

It is estimated that there will be a total of 23,000 graduates of the public high schools this year, 19,500 white and 3,500 colored.

Consolidations Considered

A Steering Committee for Better Schools in Beaufort County recommended in March that Washington City and Beaufort County administrative units be merged, and that a central high school be erected to serve Bath, Belhaven, and Pantego. It also asked for a bond issue of between one million and one and one-half million dollars, and for exploration of possibilities of merging other smaller schools in the county. The committee cited educational advantages available in larger schools.

Library-Audio-Visual Meet Is Set For September 20-22

The School and Children's Section of the North Carolina Library Association will conduct a conference on the subject "Instructional Materials Services: Library and Audio-Visual," September 20-22, 1962, at the Jack Tar Hotel in Durham. The School Library Services section of the State Department of Public Instruction will cooperate in this conference.

As announced by the sponsors, the program will feature an authoritative speaker on instructional materials services. A school librarian will describe a library that serves as an instructional materials center. Audio-visual equipment will be demonstrated to small workable groups. Organization and procedures for distributing audio-visual materials through a cooperative or combined library and audio-visual materials center will be discussed.

School personnel interested in learning more about organizing and using an instructional materials center are invited to attend. They may apply to Miss Mary Guy Boyd, 507 University Drive, Greensboro, N. C.

The program schedule at present is as follows: Thursday, September 20, registration during afternoon and evening; at 7:30 p.m., the opening business session. On Friday, September 21, at 9 a.m., orientation; at 9:15 a.m., group meetings for demonstration of audio-visual equipment, and discussion of how to organize and operate an instructional materials center; at 2 p.m., group meetings of elementary school librarians, secondary school librarians, and school library supervisors; at 6 p.m., dinner. Continuing on Friday at 8 p.m., practicing school librarian will describe a library that serves as an instructional materials center, using audio-visual methods in the presentation. On Saturday at 9 a.m. highlights of the group meetings will be presented to the general session; the conference will be summarized with a look to the future.

MAKING TODAY'S NEWS

Buncombe. A special one-day training session for all county school bus drivers—with emphasis on safety—has been called for Tuesday by T. C. Roberson, county schools superintendent. *Asheville Citizen*, April 3.

Surry. A team of educational administrators and supervisors completed a three-day evaluation of Surry County's three new consolidated high schools last week. *Elkin Tribune*, April 2.

Raleigh. A committee of the Raleigh Citizens Association asked the Raleigh Board of Education Tuesday to adopt a plan of systematic desegregation in the schools beginning with the 1962-63 school year. *News and Observer*, April 4.

Randolph. The Randolph Board of Education voted yesterday to request the State to allocate funds to provide Vocational Agriculture programs at Franklinville School, Coleridge School, and Randolph High School in Liberty. *The Randolph Guide*, April 4.

Orange. The Orange County Board of Commissioners Monday approved the formal resolution calling for a vote on the proposed 15-cent increase in the Chapel Hill School District supplement tax. *Durham Morning Herald*, April 3.

Winston-Salem. A local tax budget of \$1,714,000 was adopted by the City School Board's building and finance committee at a 3½-hour closed meeting last night. *Winston-Salem Journal*, April 4.

Pitt. Issuance of \$155,000 in bonds for completion of an addition to Grifton High School was given final approval by Pitt County's Commissioners in session today. *Greenville Reflector*, April 3.

Hickory. An experimental program in summer in-service education for public school teachers has been approved by the State Board of Education to be offered at Lenoir Rhyne College here in June. *News-Topic*, May 2.

Statesville. Statesville police, on advice of school officials, today clamped down on parents of truant school students with the roundup of 82 persons. *Greensboro Daily News*, May 6.

Columbus. The Rotary Club of Fair Bluff at last week's regular meeting went on record as endorsing the merger of four high schools in the western section of the county into one consolidated school. *Columbus County News*, May 3.

MISS MARJORIE BEAL
N C LIBRARY COMM
RALEIGH N C



Court's Decision on Prayer to Affect N. C. School Practices Very Little: Moody

Assistant Attorney General for the State, Ralph Moody, indicated at the Mars Hill conference for superintendents late in August that the Supreme Court's prayer decision would, in all likelihood, affect school practices in North Carolina very little. "In declaring the practice of formulating and prescribing prayers for school use a violation of the Constitution, the Supreme Court, in my opinion, has not outlawed the use of non-sectarian prayers in school," explained Moody. "Official prayers are now banned, however."

In rendering its six-to-one decision against the saying of official prayers in the public schools, the Supreme Court stated: "... it is no part of the business of government to compose official prayers for any group of American people to recite as a part of the religious program carried on by government."

The case in which the historic decision was made came from New York where the State Board of Regents, which supervises the schools, had authorized the following prayer to be said by teachers if local school boards chose to adopt it: "Almighty God, we acknowledge our dependence upon Thee, and we beg Thy blessings upon us, our parents, our teachers, and our country."

The decision was received with varying reactions of protest, praise, and "pray more." President Kennedy, at his news conference, said it was important that "... we support the Supreme Court decisions even when we may not agree with them." He added, "... we have in this case a very easy remedy, and that is to pray ourselves. I would think that it would be a welcome reminder to every American family that we can pray a good deal more at home and attend our churches with a good deal more fidelity, and

we can make the true meaning of prayer much more important to the lives of all our children. That power is very much open to us."

In a national survey of school authorities, the United Press International found that school personnel who commented felt the prayer decision would cause little or no change in classroom activities for most of the Nation's school population this fall. The NEA commented that these factors seem to lend credence to the belief that there will be no immediate upheaval of classroom practices. Approximately one half of the Nation's 35,000 school districts have some kind of religious exercise in classrooms. It will probably take many years for the Court's constitutional philosophy to be translated into actual 'do's and don'ts' at the classroom level."

Reacting to the Court's ruling, the NEA Representative Assembly meeting in Denver last summer passed the following resolution: "The United States Supreme Court has ruled that a prayer cannot be mandated by law. This decision does not diminish in the least freedom of religion or the right of prayer in public schools. This decision will, however, bring about changes in school practices in reference to prayer and religious observances. The Association therefore directs that a study of this decision and its impact on schools be made and presented to the 101st annual meeting."

Education Week Materials

Teachers' guide materials for observing American Education Week, November 11 through 17, are available from American Education Week, National Education Association, 1201 Sixteenth Street, North West, Washington 6, District of Columbia, that office advises.

Governor Names TV Group

A 26-member group was named by Governor Sanford early in the summer to coordinate federal programs relating to educational television.

Hubert J. Philpott of Lexington was named chairman of a committee called the Governor's Commission on Educational Television.

Purpose of the Commission, the Governor stated, will be to establish priorities on requests for Federal money for educational and cultural television and to advise him of the best means of providing television to the citizens of the State.

Other members of the group are: Harold Essex, president of WSJS-TV, Winston-Salem; R. Floyd Crouse of Sparta; E. Herbey Evans, Jr. of Laurinburg; Horace Stacy Jr. of Lumberton; Dr. Charles F. Carroll, State superintendent of public instruction, Raleigh; Fred H. Weaver, secretary of the University of North Carolina, Chapel Hill; Louis Lipinsky of Asheville; L. Y. Ballentine, commissioner of agriculture, Raleigh; Miss Lois Edinger of Chapel Hill; W. H. Wagoner, superintendent of New Hanover schools, Wilmington; Howard Holderness of Greensboro; State Sen. Claude Currie of Durham; State Rep. H. P. Taylor of Wadesboro; State Rep. Elbert S. Peel of Williamston; J. Carlyle Rutledge of Kannapolis; Harold Coffey of Lenoir; L. W. Allen of Charlotte; Dr. Stacy Weaver, president of Methodist College, Fayetteville; Allen H. Gwyn Jr. of Reidsville; Wesley Wallace, chairman of the department of radio, TV and motion pictures at the University of North Carolina, Chapel Hill; Prof. Charles Phillips of Greensboro; W. C. Harris Jr. of Raleigh; Dr. Budd E. Smith, president of Wingate College, Wingate; Prof. James T. Taylor of Durham and Billy Hill of Murfreesboro.

Superintendent Carroll Says . . .

(Excerpts from address to Superintendents Conference, Mars Hill, August 15, 1962.)

Financial resources in increasing amounts will continue to be necessary if the youth of our State are to be prepared for their responsibilities as individuals and as members of society. Nevertheless, there are times—and the season is indeed ripe—when we should recognize and utilize as never before, not only our financial resources, but the vast reservoir of intellectual, cultural, social, and spiritual resources available to us.

Recounting our assets we have, in addition to our financial resources a heritage, favorable to education; we have youth, anxious to learn; we have other human resources, qualified and available; we have the interest and support of allied agencies and organizations, cooperative and determined; we have the leadership of the Governor and the approval of the General Assembly, vigorous and attentive; and, we have more than a century of experience, profitable and productive. With such bountiful resources, it is appropriate that this Conference be concerned with results. The concern is inescapable; the evidence is imperative.

Today as never before it is essential that learning, above all else, be stressed in the classroom. In a climate which increasingly favors excellence in education, administrators and teachers have the opportunity, rapidly approaching a mandate, to study and re-examine teaching-learning situations in terms of each pupil's potential achievement and potential employment.

Since language is the medium through which we think, through which we learn, through which we express ourselves, and through which we maintain relationships with our fellowman, it is imperative that a better job be done in the teaching of English. This responsibility cannot be relegated to English teachers alone. Every teacher must be a teacher of English; and to accept this responsibility effectively, he must read widely, speak correctly, and write with some facility.

The teaching of reading must be a continuous, developmental process through all grades, 1-12; for learning to read itself is a continuous process. It is not mastered once for all time. In a very real sense, learning to read is synonymous with learning to think; and as long as we hope to teach thinking as one of our major goals, it is imperative that the teaching of reading be a dynamic part of our instructional program.

It is generally agreed that unless modern foreign language teachers read and speak the language being studied with accuracy and ease, and unless pupils are taught to do likewise, the courses offered are largely useless and the efforts of both teachers and pupils are largely futile. The grammar-translation approach, commonplace for 30-40 years, now has no place in our schools.

Like English, reading, and foreign languages, the social studies are urgently in need of renovation. Tests show that pupils are less literate in the area of social studies than in any other subject-matter area, especially in the areas of geography and forms of government.

Developing vocational competence is basic to the satisfactory employment of our people; and vocational competence is dependent upon considerable thoroughness in general education. There are few skills that can be developed and sustained without solid educational background.

The educational result—the power—we desire in North Carolina is learning. Excellence in education shall be achieved when children, youth, and adults alike—all and altogether—are engaged in the process of acquiring knowledge and skill. Learning is the result we cherish above all others. It is the single result for which all our resources were created and by which they are continuously sustained.

Schools have been consolidated, new buildings have been constructed, budgets have been enlarged, additional courses and services have been provided, and, generally, our schools are at their highest and best levels of operation in history. The concern of the hour, however, is that all our activity be directed toward the fulfillment of our prime objective—excellence in learning. It is appropriate and imperative that we keep this objective in clear focus. We could so easily build the boat and miss the sailing.

We will never get full value for our school tax dollar as long as only part of our children are in school.—Carteret County News-Times

The ballot in the hands of an ignorant man is a very dangerous thing.—Dr. Oliver J. Caldwell, U. S. Office of Education

Learning is like water—it can remain a great source of power as long as it remains fluid, but when it is permitted to freeze over it is a useless impediment to any creative activity.—Sidney Harris, *Phi Delta Kappan*

We are the architects of our future. Whether we endure or decay depends upon the foundation on which we build.—Wayne A. Johnston, President, Illinois Central Railway

Education is a result of the intelligent deployment and integration of purposes, people and things.

An educated man has a cultivated curiosity that leads him beyond the bounds of his own place and circumstance. Provincialism and parochialism have no place in his world, for they stifle thought and inhibit creativity.—U. S. Commissioner of Education, Sterling M. McMurrin

The best teacher has supreme faith in the improvability of the human race, limitless optimism and confidence in the ultimate triumph of truth and righteousness.—Dr. E. B. Robert, Dean, College of Education, Louisiana State University

Learning is the heart of life—the mystical power that turns a word into a sign, look into a smile, a house into a home, and a people into a civilization.—Eugene P. Bertin, *Pennsylvania School Journal*

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Excellence Through Commitment

Improving opportunities for learning in the schools of North Carolina, a fact which is increasingly obvious, comes about through deliberate planning, not automatically. If during the coming school year teaching-learning situations are noticeably better than last year, it will be safe to assume that three basic conditions prevail, among others.

In the first place, there will be a sense of direction. Teachers and administrators must know what it is they hope to accomplish. These purposes and objectives must have real meaning; mere verbalizations will not suffice. And meaning permeates the picture as purposes, goals, objectives, and philosophy are thoroughly and cooperatively explored and agreed upon. Investigation, deliberation, sharing, agreement—these are the steps through which a sense of direction is determined.

In a school in which learning situations are constantly improving, it is likely, in the second place, that pupils understand what it is they are attempting to do and why. Again, cooperative planning in terms of pupil ability, attainment, and aspiration is necessary if pupils find personal significance in their activities and experiences. Teaching must be individualized to the extent that pupils sense meaning in what they are doing.

In the third place, such understanding of long-range purposes and day-by-day goals is likely to be accompanied by a sense of commitment which dictates better use of facilities and resources, more flexibility in administrative practices, more self-evaluation in terms of constant improvement, and more frequent changes in outmoded and unproductive methods of teaching.

Excellence in learning is based on understanding and acceptance of purposes and goals by teachers and pupils alike and, likewise, upon commitment to the attainment of these goals. Excellence in learning, more and more, can be a reality in the schools of North Carolina; indeed, it will be as we become more skillful in setting worthy goals to which we are undeniably committed.

Plumbers and Philosophers

"We must pay attention to our plumbers *and* our philosophers, or else our pipes and our theories will not hold water!" So stated Dr. Felix Robb, president of George Peabody College, in a provocative address at the recent Mars Hill conference for superintendents.

At the same conference, Superintendent Charles F. Carroll stressed the absolute necessity for paying more attention to that segment of our school population—fifty per cent or more—which will never seek any form of higher education. And, at the very same conference, as if by strategy, Dr. Gerald James, director of vocational education, and his co-workers pointed out the urgent need for adequate guidance of all youth, especially occupational guidance, and the need for increasing opportunities for continuing education at all levels.

America's boasted respect for the individual must re-awaken in us the desire and the determination to provide through "formal" schooling that which each person needs for making a living and for making a life. This respect for the individual must also arouse in us the determination to find ways of continuing the education of individuals through life—as needs and interests dictate—whether these individuals be plumbers or philosophers.

Seeing Is Believing

Whatever image a teacher has of a good school directly influences his thinking and his ultimate behavior in the classroom. For this reason, it is imperative that teachers are aware of the characteristics of a good school.

Such an awareness may be achieved in numerous ways—indeed, for many teachers it is now a reality—but one of the most effective means of creating such an awareness is by affording opportunities for teachers to visit good schools, schools in which priority is given to learning. Inter-school visitation, no matter what the technical obstacles, has unparalleled values when carefully planned, executed, and evaluated. Studies and surveys indicate that teachers and administrators regard well-planned school visitation as one of the best ways to become more productive.

Since leadership, improvement, and progress go hand in hand with ideas, it is reasonable to expect that school visits should bring teachers face to face with new ideas. A good school cannot be static; it must be alive; it must make sense; it must create the desire for learning. Such things happen when teachers learn to feel comfortable in the presence of ideas.

Visits can be profitable if teachers see others working together as an entire staff determining policies, making decisions, formulating standards, and evaluating efforts. Schools in which such activities are commonplace are available for visitation throughout the State.

Visits can be useful when teachers have opportunity to observe desirable flexibility and variety in school organization, teacher assignments, pupil schedules, and teaching techniques. Visits have value when teachers are able to observe well-planned experimentation and local self-studies; when teachers observe others in operation who have sensed the need for change, who understand the nature of change, and who have dared to make changes compatible with what is known of the learning process

(Continued on page 4)

State-Wide Teacher In-Service Education Program Begins Second Year of Operation

North Carolina public schools' in-service teacher education program enters its second year with 141 of the State's 173 school administrative units planning to participate. During the 1961-62 school year, 112 administrative units provided 222 classes with enrollment of 7,033 and completions of 6,457, including some teachers who took more than one class.

Highest participation was in far eastern and far western counties, in localities generally farthest from teacher-education colleges and universities.

The 1961 General Assembly appropriated \$150,000 annually for the biennium to start and support the State-wide Teacher Education program. The schools furnish physical facilities after school hours and the State reimburses the school administrative units for tuition and fees or salaries of instructors for approved programs. The only cost to teachers enrolled is for textbooks.

Dr. James Valsame, Coordinator of the special In-Service Teacher Education Program, Division of Professional Services, State De-

partment of Public Instruction, reports that the rate of applications for 1962-63 indicates the demand this year will be "about three times greater than available funds can provide." Dr. Valsame says additional applications will be approved on a first-come first-served basis as long as funds are available.

School administrative units may plan courses for college credit or non-credit, but the predominant purpose is to upgrade and update teachers' knowledge of their subject matter fields, the State Coordinator explains. In 1961-62, 99 of the courses carried college degree credit, and 123 carried non-college credit. The average class had 32 teachers enrolled, and the average cost per teacher completing a course was \$15.72. The classes were taught by 183 instructors. Of these, 166 were from faculties of colleges and universities in the State, 14 were qualified graduate-level instructors who were on the staffs of public schools, one was a U. S. Navy instructor, one a National Science Foundation graduate student, and one was a biologist from the staff of a museum.

Greatest demand was for English grammar and composition, social studies, science, and mathematics. Distribution of classes by main subject fields last year was: English 62, social studies 62, sciences 55, mathematics 23. The remainder of the classes were in fields of art 11, library science 5, foreign languages 3, and music 1. Dr. Valsame said, "The scope of offerings in some subject matter areas ranged from courses emphasizing fundamentals to courses emphasizing advanced topics. Many of the course titles reflect the emphasis on updating knowledge."

Besides the after-school classes, the in-service program provided, during the summer of 1962, a Latin Institute at St. Andrews Presbyterian College, a French and Spanish Workshop at Lenoir Rhyne College, and an English Workshop at North Carolina College.

State-wide Bus Systems Are Reported In 6 States

North Carolina is one of the six states furnishing a state-wide system of school bus transportation for public schools, among 46 states answering a questionnaire prepared by Robert T. Bonnes of Buckeye, Arizona, in work on a doctoral thesis. The survey was conducted in November 1961.

Besides North Carolina, the states reporting state-wide school bus transportation systems are Alaska, Delaware, Illinois, New Jersey, and North Dakota. Five other states have combinations of state and county bus systems; 28 have individual district school bus systems only; six have a county bus system only; and one state, Alabama, has combinations of county and district systems.

All states reporting from west of the Mississippi River have district bus systems except two: Alaska with a state system, and Texas with a combination of state and county bus systems. Other combinations of state and county bus systems are in Mississippi, Ohio, Virginia, and West Virginia.

The report says four states are considering changing to a state-wide system of bus transportation: Alabama, which now has county and district buses; Kansas, Utah, and Wyoming, which all have district bus transportation systems for public schools.

The questionnaire was not answered from Arkansas, New Mexico, South Carolina, or Washington, the author said.

North Carolina's in-service education program is very similar to that of Virginia which started some two years earlier. A number of other states have different programs, stressing courses in education rather than in subject matter.

A television project is scheduled for 1962-63 to determine the extent that television can be used as one means of supplementing a limited supply of college instructors available for the in-service classes.

(Continued from page 3)

itself and what is known of the pupils being taught.

Teachers find visits worthwhile when they learn from observation how other schools use with imagination the human and physical resources around them; when teachers have opportunity to see how positive, productive school-community relationships are developed and maintained.

More significant at times than textbooks, lectures, seminars, workshops, or philosophy is the well-planned visit to a good school. As teachers realize what schools are like, through visitation and other means, opportunities for excellence in learning will increase throughout the State.

1962 Duke Law Conference Deals with Current Issues

"Current Issues in School Law" served as the theme for Duke University's annual School Law Conference, June 19-20, which was attended by more than 300 educators.

Presentations of sub-topics were made by Jacob Fox, counsel, Newark Board of Education, who discussed "Recent Court Cases of Significance"; Reynolds C. Seitz, dean, Marquette University Law School, "The Law of Defamation—A Trap for the Unwary School Teacher and Administrator"; Newton Edwards, professor emeritus of education, University of Chicago, Lee O. Garber, professor of education, University of Pennsylvania, who spoke on "The Changing Pattern of School Law"; and Edgar Fuller, executive secretary, Council of Chief State School Officers, "Some Legal Aspects of Federal-State Relationships in Education."

Featuring the conference was an address by Ralph Moody, assistant attorney general for North Carolina, on "Current School Law Issues Confronting School Administrators in North Carolina."

Participating in the program were Superintendent Charles F. Carroll; J. E. Miller, assistant superintendent; and five local superintendents: B. Paul Hammock, Weldon; Lew W. Hannen, Durham; Charles H. Chewning, Durham County; John L. Dupree, Bertie County; and Dr. E. P. Pearce, Jr., Guilford County.

The conference, planned by Dr. E. C. Bolmeier, included other State and out-of-State participants: Allan S. Hurlburt, J. Francis Paschal, and W. A. Stumpf, of Duke; John Richmond, Martinsville, Va.; August W. Steinhilber, U. S. Office of Education; Marlin M. Volz, University of Louisville; John E. Glenn, New York State Teachers Association; J. Kenneth Long, East Carolina College; Austin J. Simpson, principal, Rocky Mount; and Walter L. Hetzel, Ames, Iowa.

Suggestions Concerning Mobile Facilities Made to Superintendents by Carroll

In a recent letter to county and city superintendents, State Superintendent Chas. F. Carroll made certain suggestions concerning the relative merits of mobile and semi-permanent school facilities.

These suggestions, made following a conference with representatives of the Department of Insurance, the Department of Administration, and the Attorney General's Office, are as follows:

1. If at all possible, children should be housed in permanent construction, resorting to mobile or semi-permanent facilities only when absolutely necessary.

2. If it is impossible to provide permanent facilities, it is suggested that the most mobile and temporary facilities possible be secured. Preference should be given to trailer type facilities which remain entirely mobile. Such facilities have the advantage of being movable from school to school, and may be disposed of by sale or by some other manner when no longer needed.

3. In compliance with the opinion of the Attorney General, trailers should be purchased through the Division of Purchase and Contract. Since trailers are classified as equipment, the General Statutes requires that they be purchased through regular procedures of the Division of Purchase and Contract. At the present time, members of the Department staff, together with staff members from the Department of Insurance, are working with the Division of Purchase and Contract to develop an acceptable set of specifications for trailers that are to be used by instructional purposes.

4. If the local decision is to purchase semi-permanent facilities rather than trailers, plans and specifications should be submitted to the Division of School Planning in the same manner as for permanent construction. Contracts should not be signed for any semi-permanent facilities until plans and specifications have been approved in accordance with

General Statutes 115-130 "as to structural and functional soundness, safety and sanitation." A statement regarding where and how such facilities are to be used should be submitted with the plans and specifications.

5. The procurement of any semi-permanent type facility should be in accordance with General Statutes 143-128 and 143-129.

6. An inspection by the local electrical and building inspectors should be made of any installation, either trailer or semi-permanent facility, before it is used for instructional purposes. If inspection service is not available locally, requests for assistance may be directed to the Engineering Division, North Carolina Department of Insurance and/or the Division of School Planning.

In recent months a number of manufacturers of semi-permanent and trailer facilities have been promoting their products for school use. Some of the products on the market are safe and fairly adequate on a temporary basis, while others are not acceptable for school use. The Division of School Planning will keep informed with regard to these products and will be pleased to advise and consult with you at all times.

Rowan County Schools Head Will Be National Officer

Rowan County School Superintendent Charles C. Erwin has been notified of his election as President-elect of the Division of County and Intermediate Unit Superintendents of the National Education Association. Superintendent Erwin was elected over nominees from the states of New York and Michigan in a mail ballot during May 1962.

Superintendent Erwin will be installed as president-elect at the annual meeting in Wichita, Kansas in October 1962 and will automatically become president in October 1963. He will preside over the Decennial Conference in Washington, D. C., in October 1964.

In-Service TV Classes Will Start October 17

In-service television instruction for organized classes of teachers after school hours will be offered from October 17 to May 1 over WUNC-TV, Channel 4, as an experimental project.

Each course consists of 24 weekly telecasts of one hour by a studio instructor in charge of the course and 24 work sessions of one hour directed by a local instructional assistant, plus final examination. The only cost to teachers enrolled is for the textbook used. Enrollment is limited to teachers who are under contract to a North Carolina school board and have the recommendation of the employing superintendent.

Two courses are scheduled: English 36, Grammar, with three semester hours of undergraduate credit from the University of North Carolina at Chapel Hill; and History 503, Main Currents in Western Civilization, with three semester hours of graduate or undergraduate credit from Woman's College of the University of North Carolina at Greensboro. Either course may be offered for non-college credit locally if requested.

English will be telecast on Wednesdays, October 17 through March 27; final examination will be on May 1. History will be telecast on Mondays, October 22 through March 25; final examination will be on April 29. Both programs will omit holidays. Hour of telecasts is from 4 to 5 p.m.; a work session of one hour will immediately follow each telecast.

This is the first year of in-service television courses for teachers in North Carolina schools. It is an experimental project for one year, as approved by the State Board of Education on May 31, 1962. The Division of Professional Services of the State Department of Public Instruction and the Extension Division of the University of North Carolina are cooperating in providing the courses.

Participation is by request of the county or city superintendent to

the Division of Professional Services. The superintendents are responsible for maintenance of class records and forwarding of reports. Each participating school administrative unit provides enrollment, television receiver and appropriate room, and an instructional assistant for each class. Beginning classes are requested to have not fewer than 15 nor more than 40 members. For more than 40, additional sections may be authorized when an instructional assistant is provided for each section. Neighboring administrative units may jointly sponsor classes. Teachers are required to have an agreement with their superintendent that they will complete the program barring unavoidable circumstances.

Each administrative unit participating will be reimbursed at the end of the course for a nominal salary of fifty dollars for the assistant for each class in which ten or more teachers complete the project, plus travel and subsistence for the assistant to attend planning meetings with the studio instructor in charge of the course.

School Librarians Elect Cora Paul Bomar As President of National Association

Cora Paul Bomar, supervisor of school library services in the State Department of Public Instruction, was elected national president of the American Association of School Librarians, a division of the ALA and a department in the National Education Association, at the annual convention of the American Library Association in Miami Beach in June.

"Miss Bomar's leadership in North Carolina's effort to improve school libraries has been outstanding for a number of years," declared Superintendent Charles F. Carroll. "For some time Miss Bomar has been closely associated with the ALA and the AASL. Now, as president of the AASL, her influence will be felt more directly than ever."

"One of Miss Bomar's most sig-

Summer English Conference Attracts State Leaders

High school and college English teachers, numbering more than 150, participated in the twentieth NCETA summer conference in Chapel Hill and Durham during the early part of July. The meeting, jointly sponsored by the University of North Carolina and Duke University, was featured by lectures, group discussions, panels, and the annual business session.

"Guidelines in Teacher Education" was discussed by John D. Ebbs, East Carolina College; and "English Prose Styles; How Described and Distinguished" was explored by James R. Gaskin, Raymond W. Adams, C. Hugh Holman, and Douglas MacMillan. Taking part in the CEEB Summer Institute Workshop were George W. Williams, Holger Hygard, and Grover Smith of the Duke University Summer Institute Staff.

The concluding address was given by Guy B. Phillips, former dean of the UNC School of Education. Co-Chairman of arrangements were R. Sterling Hennis, UNC, and Francis E. Bowman, Duke.

nificant contributions in recent years to the national scene was her part in writing the new bulletin of the ALA, *Standards for School Library Programs*," stated Nile Hunt, director of instructional services in the State Department. "These new national school library standards will serve as goals for schools throughout the nation during the next few years."

As editor of *Developing a Good School Library Program*, a Department of Public Instruction bulletin, Miss Bomar has taken the initiative in helping all schools in North Carolina become aware of the necessity for more effective library services.

In recent months Miss Bomar has been in widespread demand as speaker and consultant, not only in North Carolina but throughout the Southern region.

Geographic Adds Color

National Geographic magazine announces that photographs in full color are added to its School Bulletin published in 30 weekly issues from October 1. Subscription rate remains at \$2, from National Geographic Society, Washington 6, D. C.

History of Debating Union Prepared by E. R. Rankin

Historical Sketch of the North Carolina High School Debating Union for the Period of Fifty Years from 1912-1913 Through 1961-1962, prepared by E. R. Rankin, secretary, was released by the University Extension Division of the University of North Carolina late in the summer.

"This brief report on the first fifty years of continuous operation of the North Carolina High School Debating Union is in many ways a personal tribute to Rankin," declared Superintendent Charles F. Carroll. "Throughout the years his genius has helped to organize and encourage opportunities for the effective expression of ideas and ideals."

According to Rankin, more than 34,000 students have represented their schools in the interscholastic contests of this organization in the fifty-year period. "The number of those who have contributed to the success of this venture is legion—debators, coaches, principals, superintendents, parents, librarians, University administrators, college administrators, directors of the district contests, editors, public officials, judges of debates numbering in the thousands, and friends of the cause of public discussion and debate in general."

Congratulations to Secretary Rankin and to the North Carolina High School Debating Union for its splendid accomplishments over the years. This forum, which has attracted national attention, has been a real bulwark in our efforts to develop leadership in a democracy. Hats off to E. R. Rankin and all those who have assisted with this productive venture!

Carroll Emphasizes Role of the Teacher In School Week Address in Chapel Hill

Superintendent Charles F. Carroll stressed the significance of the teacher's role in quality education as one of the outstanding participants in the annual School Week Conference, sponsored by the University of North Carolina. Seven other members of the Department of Public Instruction and the Curriculum Study participated in this program, June 10-13. The theme of the Conference was introduced by Dr. Arnold K. King in an address entitled, "The Quest for Excellence in Education," in which he challenged educators and others to be unafraid to make those changes which will raise the standards of education.

In addressing the group on "Quality Education — Goal and Reality," Carroll stressed the need for revitalizing the social studies, the need for personalizing education, and the need for "leadership that is creative, inventive, visionary, and highly realistic."

"Quality education," Carroll declared, "when reduced to its simplest terms is that which accrues from the confrontation of a knowledgeable, stimulating, and compassionate teacher and a willing and inquisitive pupil using subject matter as a means and not as an end in itself. The teacher," Carroll continued, "represents the alpha and the omega of sound instruction. He teaches that which he is and that which he knows, never any more. He teaches what he thinks is important. It is essential, therefore, that each teacher know what he teaches, how he can best teach it, and why it must be taught."

Others participating in the School Week program included Madeline Tripp, Ben Hackney, Dr. Joseph Johnston, Dr. I. E. Ready, Homer Lassiter, J. Dixon Emswiler, and Ella Stephens Barrett.

Four sessions were devoted to various aspects of the junior high school; in one session emphasis was placed on new resources for

elementary teaching; and in one session exploration and creativity were stressed.

During the conference Dr. Roy E. Sommerfield lectured on "Children Under Pressure," and Dean H. Arnold Perry addressed the group on "Excellence—What Can We Do Now?"

Substitute Teacher Revised Regulations Are Published

Copies of Substitute Teacher Regulations revised to July 1, 1962, were sent to superintendents for distribution to all principals and teachers on July 9. Two changes are in the four-page regulations.

Both changes are in Section V, titled "Absence With Pay," which is about pay for teachers and their substitutes during authorized absences. The revised or new portions are rendered *in italic in this news article*, for convenience of readers:

"Sec. V. Absence With Pay: Regular teachers and substitute teachers shall be allowed to receive pay during absence of regular teacher in accordance with the provisions of this section:

"1. Causes Authorizing Pay During Absence.—A regular teacher who is absent on account of . . . or (f) *personal reasons as approved by the superintendent and principal*, may receive pay during absence, provided the period of absence shall not exceed the time specified . . ."

"2. Time During Which Pay May Be Allowed: (c) *For cause enumerated in Section V-1, Item (f), pay may be allowed as herein provided as a matter of course by the superintendent under whom a teacher is serving for a period not exceeding two days for the school year. (No absence will be honored under this regulation within the five-day extended term.)*

The distribution of the regulations was made by A. C. Davis, Controller, State Board of Education, with a circular letter to each superintendent, dated July 9, calling attention to the two changes.

State School Facts

Schools Have Changed Within Past Decade

The public schools of the State as described by objective statistical data were entirely different in 1960-61 from what they were in 1950-51.

In the accompanying table, four groups of statistical information are presented:

- A. Population and Enrollment
- B. Organization
- C. Curriculum
- D. Finance

Under each of these heads, data are shown for the school years 1950-51 and 1960-61, the ten-year increase or decrease, and the per cent of change during this period. Most of the items are divided as to white and Negro.

A. Population and Enrollment

Total population. The State's population, according to the 1960 census figures, increased nearly half a million or 12.2 per cent—from 4,061,929 to 4,556,155. This population, about three-fourths white and one-fourth Negro, increased greater—14.1 per cent for whites than for Negroes—6.6 per cent.

School Enrollment. Enrollment in the public schools increased from 909,777 in 1950-51 to 1,123,829 in 1960-61, a total increase of 214,052 or 23.5 per cent. Increase in percentage of white pupils enrolled in 1960-61 over the percentage enrolled in 1950-51 was great-

creased only 78 cents during that period.

Students served lunches through the lunchroom program also increased tremendously during the decade, from 310,197 to 565,682, or 82.4 per cent.

C. Curriculum

Five items are presented in the table to describe the change in curriculum status from 1950-51 to 1960-61.

First, is that of the increase in number of teachers from 30,025 to 40,060, a 33.4 per cent increase. The percentage of teachers holding Graduate certificates more than doubled by increasing from 7.4 per cent in 1950-51 to 16.5 per cent in 1960-61. The number holding Class A and lower grade certificates, on the other hand, decreased.

Of the 10,035 increase from 1950-51 to 1960-61 in the number of instructional personnel (teachers, principals, and supervisors) employed, 8,503, a 30.6 per cent increase, were paid from State funds; 1,265, a 122.0 per cent increase, were paid from local funds; and 267, a 22.4 per cent increase, were paid from vocational funds. This indicates a larger participation by local funds in the employment of teachers, increasing from 1,037 in 1950-51 to 2,302 in 1960-61.

A DECADE OF PROGRESS IN PUBLIC EDUCATION

Items	1950-1951	1960-1961	Increase or Decrease	Per cent ten-year change
A. Population and Enrollment:				
1. Total population—				
All Ages	4,061,929	4,556,155	494,226	+ 12.2%
White	3,014,576	3,440,134	425,558	+ 14.1%
Negro	1,047,353	1,116,021	68,668	+ 6.6%
2. School enrollment	909,777	1,123,829	214,052	+ 23.5%
White	636,505	789,629	153,124	+ 24.1%
Negro	273,272	334,200	60,928	+ 22.3%
Elementary schools	719,885	857,370	137,485	+ 19.1%
White	494,258	592,942	98,684	+ 20.0%
Negro	225,597	264,428	38,831	+ 17.2%
High schools	189,922	266,459	76,537	+ 40.3%
White	142,247	196,687	54,440	+ 38.3%
Negro	47,675	69,772	22,097	+ 46.3%
3. First grade enrollment	109,983	117,158	7,175	+ 6.5%
White	70,317	77,752	7,435	+ 10.6%
Negro	39,666	39,406	260	- 0.7%
4. Seventh grade enrollment	77,118	104,629	27,511	+ 35.7%
White	55,227	74,929	19,702	+ 35.7%
Negro	21,891	29,700	7,809	+ 35.7%
5. Per cent of first grade (A.D.A.) completing 8th grade	58.0%	60.3%	2.3%	+ 4.0%
completing 12th grade	24.9%	48.7%	23.9%	+ 96.0%
6. Per cent of 8th grade (A.D.A.) completing 12th grade	55.0%	67.0%	12.0%	+ 21.8%

B. Organization:

1. Number elementary schools	2,697	1,996	701	- 26.0%
White	1,436	1,395	41	- 2.9%
Negro	1,261	601	660	- 52.3%
2. Number pupils per elementary school	267	430	163	+ 61.0%
White	344	425	81	+ 23.6%
Negro	179	440	261	+ 145.8%
3. Number high schools	957	888	69	- 7.2%
White	721	638	83	- 11.3%
Negro	236	250	14	+ 5.9%
4. Number pupils per high school	198	300	102	+ 51.5%
White	197	308	111	+ 56.3%
Negro	202	279	77	+ 38.1%
5. Per cent of high schools having 12 or more teachers	16.8%	41.6%	24.8%	+ 147.6%
6. Number high school graduates	30,812	50,187	19,375	+ 62.9%
White	24,288	38,676	14,388	+ 59.2%
Negro	6,524	11,511	4,987	+ 76.4%

year period. Enrollment in high schools attended wholly by Negroes increased from 47,675 to 69,772, or 46.3 per cent during the decade considered.

B. Organization

The first five items in this group indicates the change that has taken place during the decade considered in the number (and size) of schools.

At the end of the period, there were fewer schools, both elementary and high school—a total of 770. During these years, as item 1 shows, 701 elementary schools were eliminated, 660 of the number being those attended entirely by Negro children. Average size of elementary schools increased from 267 per teacher to 430 during the ten-year period. These two items reflect the consolidations consummated, especially for Negro children, during this decade.

There was some decrease in the number of high schools, 83 for schools attended largely by white students. However, an increase in the number of schools for Negroes gave a net decrease of 69 high schools during the ten-year period. The size of these schools, as measured by number of pupils per teacher, increased considerably—56.3 per cent in the case of schools for white pupils and 38.1 per cent in the case of schools for Negroes. And the “per cent of high schools having 12 or more teachers” increased from 16.8 per cent to 41.6 per cent, or 147.6 per cent.

The number of pupils transported at public expense increased from 410,692 to 550,171, 34.0 per cent, during the decade, whereas average annual cost per pupil in-

creased more than 100 per cent during the decade, from 13,134.987 to 26,763.986.

D. Finance

During the decade there was no appreciable change in the percentage of State General Fund appropriations going to the public schools—61.5 per cent in 1950-51; 61.6 per cent in 1960-61.

Total expenditure for operating the public schools, however, increased from \$95,276,063 at the beginning of the decade to \$179,747,464 at the end, 88.7 per cent increase in State funds, 139.6 per cent increase in local funds, and a 12.0 per cent decrease in Federal funds.

On a per pupil in average daily attendance basis, expenditure for current operation increased from \$153.21 to \$228.04 during the ten years considered, an increase of \$74.83 or 48.8 per cent. State per pupil expenditures increased 50.2 per cent; local, 90.8 per cent; whereas Federal per pupil expenditures decreased from \$14.01 to \$9.82, a 29.9 per cent decrease.

Salaries paid teachers from State funds increased from an average of \$2,758.70 annually in 1950-51 to \$3,992.13 in 1960-61, 44.7 per cent increase. Average annual salaries of principals and superintendents increased proportionally, as indicated by item 3 of this group.

Appraised value of property increased during the ten-year period from \$282,558,115 to \$756,862,521, an increase of 167.9 per cent. Based on enrollment, this was a per pupil increase of 116.8 per cent.

9. Number high schools having	71	123	+	73.2%
100 graduates	57	104	+	82.4%
White	14	19	+	35.7%
Negro				
10. Per cent high school graduates continuing their education	43.8%	50.9%	+	16.2%
White	44.6%	54.4%	+	22.0%
Negro	41.2%	39.0%	-	5.3%
11. Pupils transported	410,692	550,171	+	139,479
White	317,720	393,922	+	76,202
Negro	92,720	156,249	+	63,529
12. Transportation costs per pupil per year	\$15.79	\$16.57	+	0.78
13. Students served through lunchrooms (average daily)	310,197	565,682	+	255,485

C. Curriculum

1. Instructional personnel	30,025	40,060	+	33.4%
White	21,760	28,965	+	32.9%
Negro	8,235	11,095	+	34.7%
Per cent of total, Class "G"	7.4%	16.5%	+	9.1%
Per cent of total, less than "A"	8.6%	4.6%	-	46.8%
Per cent of total, Class "A"	84.0%	78.9%	-	6.0%
Number paid from State funds	27,794	36,297	+	30.6%
Number paid from local funds	1,037	2,302	+	122.0%
Number paid from vocational funds	1,194	1,461	+	22.4%
2. Pupil-teacher ratio (A.D.A.)	28.7 to 1	28.1 to 1	-	1.74%
3. Personnel in special areas:				
Special education	77	207	+	168.8%
Talented	—	30	+	—
Librarians	234	963	+	311.5%
Counselors	111	545	+	391.0%
4. Circulation of library books	13,134,987	26,763,986	+	103.8%

D. Finance:

1. Percentage of State General Fund appropriations going to public schools	61.5%	61.6%	+	0.1%
2. Current expense	\$125,034,019	\$233,731,268	+	\$108,697,249
State funds	95,276,063	179,747,464	+	84,471,401
Local funds	18,329,551	43,923,830	+	25,594,279
Federal funds	11,428,405	10,039,974	-	1,388,431
Per pupil (A.D.A.)	\$153.21	\$228.04	+	\$74.83
State	116.75	175.37	+	58.62
Local	22.46	42.85	+	20.39
Federal	14.01	9.82	-	29.9%
3. State funds for salaries (average annual):				
Teachers	\$2,758.70	\$3,992.13	+	\$1,233.43
Principals	6,185.13	4,147.36	+	2,037.76
Superintendents	5,911.48	8,701.53	+	2,790.05
4. Appraised value of school property	\$282,558,115	\$756,862,521	+	\$474,304,406
White	235,832,975	588,466,723	+	\$352,633,748
Negro	46,705,140	168,395,798	+	\$121,630,638
Per pupil enrolled	310.58	673.47	+	\$362.89
White	370.54	745.24	+	\$374.70
Negro	170.91	506.87	+	\$335.96

Central Exhibit at State Fair to Feature Theme: "Education, the Key to Progress"

"Education, the Key to Progress," the theme for this year's State Fair, will be emphasized in many exhibits and events throughout Fair Week, October 15-20, according to L. Y. Ballentine, Commissioner of Agriculture, who is manager of the Fair.

As the central exhibit of the entire Fair, a special display is being arranged for the Dorton Arena which will show that in North Carolina, "education is everybody's business." Chief purposes of this exhibit are to depict the State's outstanding progress in education and to indicate the necessity for continued improvement, according to Superintendent Charles F. Carroll, member of the Governor's Fair Committee.

The central educational exhibit will be divided into three major divisions with emphasis on the fundamentals of education, continuing education, and higher education. "Every effort is being made," declared Carroll, "to depict the splendid progress attained over the years in education because of a dedicated people; and, at the same time, to indicate the imperatives of the future."

Artist Richard Behrends, creative director for the Bennett Advertising Agency, has served as consultant in designing the display areas; in choosing fabrics, materials, and lighting effects which will enhance the effectiveness of the exhibits. George Hall, director of television at North Carolina State College, WUNC-TV, is serving as liaison person between the Governor's Fair Committee and the sub-committee responsible for the actual creation of the central exhibits.

The Governor's committee is composed of Drs. Charles F. Carroll, Carlyle Campbell, and William C. Friday.

The sub-committee, appointed by Carroll, includes L. H. Jobe, John Hawes, and Dr. Vester M. Mulholland, chairman.

The section of the exhibit de-

voted to the fundamentals of education will emphasize the tools of learning: reading, writing, problem solving, decision-making, and thinking. "Continuing education" will stress the necessity for lifelong learning among all citizens through public libraries, museums, dramas, little theatres, travel, extension courses, industrial education centers, and educational opportunities afforded by business and industry. The section on higher education, planned primarily by Dean James J. Stewart of North Carolina State College, will indicate the variety of educational opportunities afforded by the institutions of higher learning in North Carolina.

"Those who view the exhibit with some care, first of all, will be proud of what North Carolina is now doing in trying to educate all its youth and all its adults—through improved facilities, better equipment, more effective teaching aids, and better prepared teachers. At the same time, viewers will be convinced that the job of education is continuous, that more and better facilities will continue to be needed, that more and better teachers will always be our goal, and that more attention must be given to variety and flexibility in education so that every boy and girl in North Carolina and every adult may learn throughout his life that which will make him a happier and more productive citizen. The central education exhibit at the Fair will demonstrate quite forcibly that education is truly the key to continuing progress; and that, for this reason, education must be everybody's business," declared Carroll.

Superintendents and principals are urged to remind teachers who are planning to accompany pupils to the State Fair to help prepare them for appreciating the significance of the educational exhibits, Carroll stressed.

Former Staff Member Dies

Archie G. Bryant, assistant supervisor, trades and industries, division of vocational education, from 1951 to 1955 died August 25 in Athens, Georgia, from a heart attack.

At the time of his death, Mr. Bryant was head of the department of Trade and Industrial Education of the University of Georgia, to which position he went from the North Carolina Department of Public Instruction. He is survived by his wife, Mrs. Vivian Lovette Bryant, a daughter and a son.

Seven Administrative Units Employ New Superintendents

Seven of the State's school administrative units began the school year 1962-63 with new superintendents. These units are: Ashe, Randolph, Charlotte-Mecklenburg, Canton, Chapel Hill, Fremont, and Winston-Salem.

Frank M. James of Ashe County and Lacy M. Presnell, Jr. of Randolph County actually began their duties earlier by filling out unexpired terms of A. B. Hurt and W. J. Boger, Jr., who died while serving as superintendents of these respective units.

Craig Phillips of the Winston-Salem units succeeded E. H. Garinger, who retired as superintendent of the Charlotte-Mecklenburg unit. Culver R. Dale replaced Jason B. Deyton, who was filling out the unexpired term of Rowe Henry, resigned.

Dr. Howard E. Thompson, principal of Wilkes Central School, succeeded Dr. Joseph M. Johnston of Chapel Hill, who resigned to accept a position with the State Department of Public Instruction in Raleigh.

Lindsay C. Robinson, Littleton principal succeeded Samuel J. Cole of Fremont, who resigned to accept a position with the State School for the Blind in Raleigh.

Marvin M. Ward, assistant superintendent of Winston-Salem, succeeded Craig Phillips, who resigned to become Charlotte-Mecklenburg superintendent.

Waters Resigns in Chatham Deyton is Superintendent

J. S. Waters, superintendent of Chatham County schools for the past 24 years, submitted his resignation on August 16, because of poor health. The resignation became effective upon approval of the school board August 20. The board later announced his successor for the present school year, Jason B. Deyton, retired superintendent of Mitchell County schools who last year served similarly at Canton City Schools following resignation of the superintendent there.

Superintendent Waters said he resigned on advice of his physician and according to desires of his family. He suffered a stroke last spring, but returned to work. The board issued a resolution commending him for his service. He was principal of Pittsboro School before becoming county superintendent. He is a graduate of the University of North Carolina, with bachelor's and master's degrees. He has held offices in a number of professional associations during his school career. In 1960, Superintendent Waters had offered his resignation, but the school board urged him to remain.

The school board Chairman, Lewis Norwood of Pittsboro, expressed appreciation for acceptance of the position by Superintendent Deyton, for the opening of Chatham County schools August 29.

Industrial Arts Meeting

The North Carolina Industrial Arts Association will hold its fall meeting on November 2 and 3 at Appalachian State Teachers College, Boone. About 160 teachers are expected from most counties of the State.

Meetings will be held in the Fine Arts Building. The college's industrial arts building, opened in October 1961 with 17,000 square feet containing modern equipment, will be on display for the delegates.

Additional Personnel Secured to Meet Increasing Demands of Local Schools

Within recent months more than thirty newcomers have been added to the staff of the Board of Education and the State Department of Public Instruction to fill positions created by the General Assembly and to fill vacancies which have occurred because of retirement, resignation, or promotion. The expansion of these government agencies is in keeping, Superintendent Charles F. Carroll noted, with the growth of the State's school system and the demand of the public that educational services be increased.

In his address to school superintendents in Mars Hill late in August, Superintendent Carroll stated, "The Department of Public Instruction is more adequately staffed than at any previous time; assistance is available in almost all curriculum and service areas of our operations."

More detailed information relative to newcomers will be found in a special column in this issue.

Dr. Jerry A. Hall joined the division of professional services as coordinator of teacher education, September 1.

The academically talented section of the division of instructional services has recently added **Donald Gray Hayes** as educational supervisor, exceptionally talented children; and **Girvin Eaton Kirk** as consultant for the program of the academically talented.

In television education, **Dorothy Elizabeth Smith** has joined the Department as a consultant in educational television; and **Effie Iola Parker** and **Mrs. Mary Polk Gordon** are employed as television teachers of United States History and eighth grade mathematics, respectively.

Dwayne Everett Gardner is educational consultant for surveys and field studies in the division of school planning.

New personnel in vocational education include five employees in

the industrial education center program: **Ivan E. Valentine**, coordinator, industrial education centers; **Samuel Geek**, assistant coordinator, industrial education centers; **Carroll Ray Calhoun**, supervisor, library section, IEC program; **Samuel Dean Morgan**, assistant supervisor, industrial education center program; and **Walter Johnson**, coordinator of materials.

Newcomers to the division of instructional services include **Fleta Joyce Bateman**, consultant in business education; **Dr. Eugene Burnette**, psychologist, special education; **Robert Clinton Clary**, consultant in mathematics; **William Charlton Foil**, consultant in science; **Ben Hall Hackney, Jr.**, consultant, non-public schools; **Dr. William McKinley Hennis**, consultant in guidance; **David Lee Hunsucker** and **Alice Wright Porter**, consultants in library science.

Dr. Joseph M. Johnson, supervisor in curriculum development; **Frederick Meredith McCutchen**, psychologist, special education; **Howard Elmer Reinhardt**, supervisor secondary education; **Bobby Ray Stott**, consultant, driver and safety education; **Antony Swider**, consultant in art; **Paul Henry Taylor**, consultant in science; **Thelma Lorraine Cumbo**, supervisor, guidance counseling, **Frank Byrd Weaver**, supervisor of elementary education, **Harold Hudson Webb**, supervisor of science; and **William F. Palmer**, supervisor of mathematics.

Most recent additions to the staff include four newcomers to the State Board of Education: **Robert Lee Andrews**, Administrative Officer, Division of Auditing and Accounting, Administration of State Salary Schedule; **Fred Wells Pippin**, Supervisor of Teacher Allotment and Pupil Accounting; and **William Franklin Tillet**, Consulting Engineer, Division of Transportation.

Recent Additions to Staff (Brief Biographical Data)

Controller's Office

Robert Lee Andrews b. Los Angeles, California; bachelor's degree, University of North Carolina. Experience: classification analyst, State Personnel Department; administrative assistant, Franklin County Board of Education; President, Louisburg Choral Club. Methodist. Current position: Administrative Officer, Division of Auditing and Accounting, Administration of State Salary Schedule.

Fred Wells Pippin b. Wake County, N. C.; bachelor's degree, Atlantic Christian College; master's degree, East Carolina College. Experience: high school teacher, Onslow County, two years; elementary principal, Jones County, eleven years. Rotarian; NEA; NCEA. Methodist. Current position: Supervisor of Teacher Allotment and Pupil Accounting.

William Franklin Tillett b. Person County, N. C.; bachelor's degree, N. C. State College. Experience: development engineer, International Paper Company, Georgetown, S. C., three years. Methodist. Current position: Consulting Engineer, Division of Transportation.

Professional Services

Jerry A. Hall b. Murphy, N. C.; bachelor's degree, Wake Forest College; master's degree, George Peabody College; doctorate, George Peabody College. Experience: teacher and principal, Cherokee County, five years; district superintendent, Macon County; instructor in education, Wake Forest College, three years. Current position: Coordinator, Teacher Education.

School Planning

Dwayne Everett Gardner b. Dundy County, Nebraska; bachelor's and master's degrees, University of Nebraska; additional graduate work, University of Nebraska. Experience: Nebraska State Department of Education, eight years; school plant planning and survey, seven years; director, Nebraska Surplus Property Program, eight years. AASA; National Council on Schoolhouse Construction; Phi Delta Kappa. Current position: Educational Consultant for Surveys and Field Studies.

Educational Television

Dorothy Elizabeth Smith b. Cumberland County, N. C.; bachelor's degree, Meredith College; master's degree, George Peabody College; additional graduate work, Duke University. Experience: teacher, world history and contemporary history, East Mecklenburg High School, five years; teaching about Communism, a specialty. NEA; NCEA. Episcopalian. Present position: Consultant in Educational Television.

Effie Lola Parker b. Edgecombe County, N. C.; bachelor's degree, Woman's College, UNC; graduate work, Duke University. Experience: teacher, American history, government, economics, sociology, Rocky Mount High School, 1935-1960; head social studies department, 1940-1960. NCEA; N. C. Council for the Social Studies; National Council for the Social Studies and its Professional Relations Committee; Delta Kappa Gamma; AAUW; N. C. Literary and Historical Society; Halifax Historical Association. Methodist. Current position: Television teacher, United States history.

Mary Polk Gordon b. Richmond County, N. C.; bachelor's degree, Woman's College, UNC. Experience: teacher, grades 5-12; junior high mathematics teacher, fifteen years. NEA; NCEA; Delta Kappa Gamma; National Council of Teachers of Mathematics. Current position: Television teacher, eighth-grade mathematics.

Academically Talented

Donald Gray Hayes Bachelor's degree, Wake Forest College. Experience: teacher, academically talented, Winston-Salem; coach; drama director; choir director; associate in gifted program at Western Carolina College. Current position: Educational Supervisor, Exceptionally Talented Children.

Girvin Eaton Kirk b. Philadelphia, Pa.; bachelor's degree, Temple University; master's degree, Columbia University. Experience: speech pathologist, Bancroft Clinic, Haddenfield, N. J.; teacher, Barrington, N. J. Public Schools. Council for Exceptional Children; Association for the Gifted. Current position: Consultant, Program for the Academically Talented.

Library Services

Alice Wright Porter b. Richmond, Virginia; bachelor's degree, Appalachian State Teachers College; master's degree in library science, UNC. Experience: Army Library Service in Europe, three years; librarian, Nicholls State College, Thibodaux, La.; director of Nantahala Regional Library, Murphy, N. C. Current position: Consultant, Library Services.

David Lee Hunsucker b. Rowan County; bachelor's degree, Lenoir Rhyne College; master's degree, Appalachian State Teachers College; additional graduate study, UNC. Experience: Teacher, Mt. Holly N. C. Public School; teacher, Grier Junior High School, Gastonia; Librarian, Ashley Senior High School, Gastonia. NEA; NCEA; North Carolina Library Association. Lutheran. Current position: Consultant, School Libraries.

Business Education

Fleta Joyce Bateman b. Tyrrell County, N. C.; bachelor's degree, Woman's College, UNC; master's degree, UNC; additional graduate work, Columbia University, New York, and Indiana University, Bloomington, Indiana. Experience: Teaching Associate, School of Business, Indiana University, Bloomington, Indiana; Instructor, Secretarial Studies, School of Business, Wake Forest College; Business Education teacher, Greensboro Senior High School. Delta Pi Epsilon; National Office Management Association; American Business Education Association. Current position: Consultant in Business Education.

Exceptional Children

Dr. Eugene Burnette b. Cumberland, Tennessee; bachelor's and master's degrees, University of Chattanooga; Doctorate, Peabody College. Experience: Research, Johnston Training and Research Center, Bordentown, N. J.; Research Assistant, Cloverbottom (Home for Mental Retardation) Nashville, Tenn.; Principal, Elementary School, Chattanooga, Tenn.; Consultant in psychology and mental retardation, Columbia, Tenn.; Coordinator, Orthopedic Center, Chattanooga, Tenn. NEA; Council for Exceptional Children; American Association of Mental Deficiency; Phi Delta Kappa. Cur-

rent position: Psychologist—Special Education.

Frederick Meredith McCutchen b. Philippine Islands; bachelor's degree, Bloomsburg State Teachers College; master's degree, Teachers College, Columbia University; additional graduate work, University of Florida. Experience: Teacher of mentally retarded class, Philadelphia, Pa.; Assistant Professor of Education, University of Miami, Coral Gables, Florida; Consultant, Program for Exceptional Children, Georgia State Department of Education; Director, St. John's Development Services for Children, Washington, D. C.; Council for Exceptional Children; American Association on Mental Deficiency; National Association for Retarded Children; National Association for Teachers of Gifted Children; Boy Scouts of America. Episcopal Church. Current position: Psychologist—Special Education.

Supervision and Curriculum

Robert Clinton Clary b. Brunswick County, Virginia; bachelor's degree, University of Virginia; master's degree, UNC; additional graduate work, University of Virginia and Cornell University. Experience: Teacher, head, mathematics department, Roanoke Rapids, 1952-57; Coordinator, mathematics, Richmond, Virginia, Public Schools, 1958-62; Instructor, Longwood College, University of Virginia; Richmond Professional Institute. Ruritan, Mason, Lion. Current position: Consultant in Mathematics.

William Charlton Foil b. Greensboro, N. C.; bachelor's and master's degrees, University of North Carolina; additional graduate study, Woman's College, UNC. Experience: Lewisville School, Forsyth County, 1952-54; R. J. Reynolds High School and Hanes Senior High School, 1957-62. Trinity Moravian Church. NCEA; Classroom Teachers Asso.; National Science Teachers Asso.; National Asso. of Biology Teachers; Phi Delta Kappa; American Asso. for the Advancement of Science. Current position: Consultant in Science.

Dr. William McKinley Hennis b. Guilford County; bachelor's degree, High Point College; master's degree, Appalachian State Teachers College; Ed.D., Duke University. Experience: Teacher, Farmer

School, Randolph County; Guidance Counselor, Glenn High School, Forsyth County; graduate assistant, instructor, Duke University. Phi Delta Kappa; Kappa Delta Pi. Current position: Consultant in Guidance.

Dr. Joseph M. Johnston b. New York City; bachelor's degree, New York University; master's degree, UNC; Ph.D., UNC. Experience: Teacher, Mt. Vernon, New York, 1939-41; Principal, Spencer Penn School, Spencer, Va., 1946-49; Principal, Asheboro H. S., Asheboro, N. C., 1951-57; Principal, Chapel Hill High School, 1957-58; Superintendent, Chapel Hill City Schools, 1958-62; Visiting Professor of Education, ASTC, North Carolina College and University of North Carolina. Rotary Club; AASA; Phi Delta Kappa; NEA; Chairman, N. C. Comm. on Secondary Schools, Southern Asso., 1956-61; Member, Administrative Council, Comm. on Secondary Schools, Southern Asso. Current position: Supervisor in Curriculum Development.

Howard Elmer Reinhardt b. Catawba County; bachelor's degree Lenoir Rhyne College; master's degree, Appalachian State Teachers College. Experience: mathematics teacher, Union Grove High School, Iredell County, three years; teacher, general science, Hickory City Schools; teacher, Army Air Force School; Principal, Green Park School, Hickory, six years; Principal, College Park Junior High School, Hickory, ten years. NCEA; NEA; NASSP; Phi Delta Kappa; Mason. Member of Lutheran Church and Sunday school teacher. Current position: Supervisor of Secondary Education.

Antony Swider b. Minnesota; bachelor's and master's degrees, University of Alabama; additional graduate work, Minneapolis Art Institute and University of Minnesota. Experience: Art teacher, Hewitt-Trussville High School, Alabama, three years; Supervisor of art, Jefferson County Schools, Birmingham, Alabama, seven years. Southern Arts Asso., Alabama Art Education Asso., National Art Asso., Birmingham Museum of Art Asso. Listed in 1962 edition of "Who's Who in American Education;" Scoutmaster; director of Community Center, Trussville, Alabama. Current position: Consultant in Art.

Paul Henry Taylor b. Anson County; bachelor's and master's degrees from Western Carolina College; additional graduate work at ASTC and WCC. Experience: Science teacher, Fairview High School, Union County, four years; science teacher, Walter Bickett High School, Monroe, two years; Principal, Walter Bickett High School, two years. NCEA; NEA. Member, Presbyterian Church. Current position: Consultant in Science.

Thelma Lorraine Cumbo b. Wake County; bachelor's degree, North Carolina College; master's degree, Boston University, Boston, Mass.; additional graduate work at Harvard University, Cambridge, Mass. Experience: Instructor, St. Augustine's College, Raleigh; Dean of Students, Allen University, Columbia, S. C.; Acting Counselor-Educator, North Carolina College. American Personnel and Guidance Asso., Southern College Personnel and Guidance Asso., American Asso. of University Professors; Young Women's Christian Association; Association of Counselor Educators and Supervisors. Current position: Education Supervisor, Guidance—Counselor.

Frank Byrd Weaver b. Edgecombe County; bachelor's degree, Fayetteville State Teachers College; master's degree, Columbia University, New York; additional graduate study, Penn. State University. Experience: Teacher and head of elementary department, John R. Hawkins High School, Warrenton, two years; teacher-principal, Providence School, Edgecombe County, one year; principal, consolidated elementary schools, Roberson and Willow Grove, Edgecombe County, eleven years. NEA; American Teachers Asso.; NCTA; Omega Psi Phi; N. C. Farm Bureau Federation; American Red Cross; Member, St. Stephen Baptist Church, Tarboro. Current position: Elementary Supervisor.

Harold Hudson Webb b. Guilford County; bachelor's and master's degrees at A. and T. College at Greensboro; additional graduate work at North Illinois University, New York State University College of Education (National Science Foundation Institutes). Experience: High school teacher of science, Central High School, Hillsboro; Principal, Cedar Grove Ele-

mentary School, Hillsboro, NCTA; NEA; National Science Teachers Asso.; Orange County Teachers Asso.; North Central Piedmont Schoolmasters Club; Orange County Council on Alcoholism; Orange County Board Public Welfare. Current position: Supervisor of Science.

William F. Palmer b. Thomasville, N. C.; bachelor's degree, Catawba College; master's degree, UNC; additional graduate work (Ph.D., 1963) UNC. Experience: supervisor of student teachers at UNC; instructor of methods in teaching math and science for students of 5th Year Program; Teacher at High Point Senior College. Current position: Education Supervisor, Mathematics.

Non-Public Schools

Ben Hall Hackney, Jr. b. Lucama, N. C.; bachelor's degree, Duke University; master's degree, UNC; additional graduate work, UNC. Experience: English-Math teacher, 1956-57, Havelock High School; Principal, 1957-60 Trent Park Elementary School, New Bern. Phi Delta Kappa; American Educational Research Association; Asso. for Supervision and Curriculum Development; NEA; National Society for the Study of Education; NCEA. Methodist. Current position: Consultant, Non-Public Schools.

Driver and Safety Education

Bobby Ray Scott b. Nash County; bachelor's degree, Atlantic Christian College; graduate work, East Carolina College. Experience: Teacher at Millbrook (Wake County) four years; Lucama, two years; Pine Level, five years. NCEA; NEA; Civitan Club. Member Methodist Church. Current position: Consultant, Driver and Safety Education.

Vocational Education

Carroll Ray Calhoun b. Carter County, Tennessee; bachelor's degree, East Tennessee State College; master's degree, Appalachian State Teachers College; additional graduate work, ASTC. Experience: teacher-librarian, six years; librarian, junior high school, four years. NEA; NCEA; Junior Chamber of Commerce. Baptist. Current position: Supervisor, Library Section, Industrial Education Centers.

Samuel Geek b. Philadelphia, Pa.; bachelor's degree, UNC; master's degree, UNC; additional graduate work, William and Mary College. Experience: member of faculty, Etowah High School, Henderson County; graduate student instructor, University of North Carolina, 1955-62; Member of staff and faculty, U. S. Army Transportation School, Fort Eustis, Virginia. NCEA; NEA; Phi Delta Kappa; Boy Scouts of America; Junior Chamber of Commerce; National Grange.

Roger Worthington b. Pitt County; bachelor's and master's degrees, East Carolina College; additional graduate study, N. C. State and UNC. Experience: Teacher, technical drafting at Leaksville-Rockingham County Industrial Education Center, four years. NCEA; AVA. Member, Christian Church. Current position: Curriculum Specialist—Vocational Materials Laboratory.

Orion LeRoy Searing b. Clinton, Michigan; bachelor's degree, Michigan State College; master's degree, Florida State University. Experience: Three years in management of cafeteria; seven years with School Lunch Section of Florida State Department of Education. Member, American School Food Service Association. Current position: Supervisor, Lunchroom.

Ann Elizabeth Lassiter Bachelor's degree, ECC; master's degree, University of Tennessee. Experience: Vocational Home Ec. Teacher, Washington, N. C.; taught in high school and supervised student teachers in home ec. from ECC; vocational home ec. teacher, Edenton High School. Current position: Supervisor, Home Economics.

Callie Mae Stanley Bachelor's degree, Wake Forest; master's degree, UNC; additional graduate work, Woman's College and ASTC. Experience: Gastonia, Vocational guidance and placement; teaching distributive education; organizing and administering adult distributive education program; sponsored Distributive Education Club; Assistant Dean of Women, Pineland College; Organizing and supervising physical education for girls and assisting in formulating and administering policies of the college. Baptist. Current position: Assistant Coordinator, Industrial Education Center.

WANTED—GOOD PICTURES

For illustrating the Biennial Report, good clear pictures of classroom and other instructional activities are needed. Any school or unit having pictures suitable for this purpose should send them to L. H. Jobe, Director of Publications, State Department of Public Instruction, Raleigh, N. C.

1962 NCEA Conventions Planned for 10 Districts

Programs have been planned for the ten NCEA district conventions, according to Dr. A. C. Dawson, executive secretary of the organization; and the largest attendance in history is expected at these professional conferences. Arrangements in many local administrative units permit all teachers to attend these conferences; as a result, "interest and attendance have increased in recent years," according to Dawson.

The first meeting, that of the North Central district, is scheduled for September 25 in the Walter Williams High School in Burlington. Dates and places of the other meetings follow: September 28, Northwestern, Wilkes Central High School, North Wilkesboro; October 2, Western, Lee Edwards High School, Asheville; October 5, Southwestern, Lenoir Rhyne College and College Park Junior High School, Hickory; October 9, Central, Senior High School, Lexington; October 12, South Piedmont, Ovens Auditorium and Garinger High School, Charlotte; October 16, East Central, Broughton High School, Raleigh; October 19, Southeastern, New Hanover High School, Wilmington; October 23, Northeastern, Senior High School, Rocky Mount; and October 26, Eastern, Grainger High School, Kinston.

Samuel Dean Morgan b. McDowell County, North Carolina; bachelor's and master's degrees, North Carolina State College. Experience: teacher, Needham Broughton H. S., two years; Gaston Tech. Institute, two years; Asst. Director Burlington Industrial Education Center. NCVA; AVA; AIAA. Baptist. Current position: Associate Coordinator, Industrial Education Center.

The Attorney General Rules . . .

City Furnishing Funds to Pay Teacher under Jurisdiction of County Unit; Authority of County Commissioners to Appropriate Funds to Pay Music Teacher

In answer to your recent inquiry: You state that the _____ City Elementary School is under the jurisdiction of the _____ County Board of Education. A music teacher has been employed from county and State funds through the current school year. You are advised that such funds will not be available for employing this music teacher during the school year commencing in September. The Board of Commissioners of the Town of _____ City have been approached with the request that they appropriate in their annual budget sufficient funds to pay this salary. You state that you have raised some question as to whether or not utility surpluses or other public funds might be used for this purpose. You ask our opinion on this point, and then assuming that public fund of the Town of _____ City cannot be used for this purpose under present law you inquire if a local act could be passed by the General Assembly that would enable either tax funds or nontax funds to be used for this purpose.

We are of the opinion that no funds of the Town of _____ City whatsoever can be used for the purpose set forth in your letter. We include within this opinion tax funds, utility surpluses, surplus funds of any nature, or any public funds whatsoever of the Town of _____ City. School funds are appropriated and budgets made out and agreed to by the board of county commissioners according to Chapter 115 of the General Statutes. So far as we know cities and towns have no obligations and do not in any manner enter into the financing of the public schools. I except from this, of course, those instances where a city administrative unit as a district approves a supplemental tax levy in an election but such is not your case. Any funds made available by the Town of _____ City would be nothing

but a gift and municipal public funds cannot be given away in this manner.

I have consulted with the State school authorities here in Raleigh and they do not know why funds are not available for this music teacher since they advise me that they have not cut off any State funds for this purpose. I see no reason why the board of county commissioners, if they have the money, cannot appropriate sufficient funds to pay this teacher. While it is true that under G. S. 115-78, which deals with objects of expenditure by county and city boards of education in their budgets, music is not mentioned as a district or separate item, yet subsection (3) of this same section authorizes the board to appropriate for "other objects of expenditure" which may be included in the school budget and authorized by the county board of education and when funds for same are available. I see no reason why music could not be included as one of these objects.

I think the General Assembly, by local legislation, could authorize the Town of _____ City to appropriate utility surpluses or other surplus funds for such a purpose. I would doubt the validity of an authorization by local act for the use of tax funds. Attorney General, May 22, 1962

Solory Supplements

In answer to your recent inquiry: You send me a letter from one of the superintendents of city schools in the State which raises the question as to whether the salaries of some of the teachers in a school unit can be supplemented to a less degree than other teachers in the unit. The question arises because a school district consisting of three elementary schools and one high school have petitioned for permission to be annexed to a city administrative unit. If the annexation is completed students from this school district and its high school would attend the high school

of the city administrative unit, and the students from another high school attended by colored people would attend another high school located in the city system.

It appears that if the annexation is approved it will be financially impossible to provide all of the supplementary services for this newly annexed area during the first school year without lowering the quality of the program in the original city administrative unit.

Certain alternatives have been proposed, such as establishing a supplementary salary schedule for the teachers in the elementary schools somewhat lower than the supplement paid to the teachers in the original city unit. These salaries would all be equalized as soon as sufficient revenue is available. It is also suggested that during the first year there would not be provided the same number of additional local teachers as is provided in the original city unit. It is also suggested that the newly annexed territory require its pupils to pay a library and instructional fee the first year of the merger, these funds to be used in the same way as supplementary tax money is now used.

I believe that the real import and meaning of G. S. 115-49 is to the effect that salary schedules in the State school system shall be uniform and that county and city boards of education should pay teachers who are paid entirely out of State funds the same salaries as are paid in the State salary schedule for the various classes and categories of teachers. If the local authorities wish to make distinctions among teachers paid entirely out of local funds, then G. S. 115-49 requires that where higher salaries are paid and distinctions made it must be allowed by the board for special fitness, special duties or the existence of extraordinary circumstances. When one teacher is paid more than another, then the minutes of the board must show what salary is allowed and the specific

(Continued on page 16)

LOOKING BACK

September, 1957

Julius P. Freeman, rating specialist in the State Department of Public Instruction, was awarded the doctor of education degree by Peabody College at the summer commencement, August 12.

Dr. Taylor Dodson, adviser in physical education with the State Department of Public Instruction for the past 7 years, resigned as of August 30 to accept a position with Wake Forest College as associate professor of physical education and director of campus recreational activities.

September, 1952

Charles Fisher Carroll, superintendent of High Point's city schools since 1937, was appointed August 20 by Governor W. Kerr Scott to fill out the unexpired term of Dr. Clyde A. Erwin, who died July 19.

Charles H. Chewning, superintendent of the Greer, S. C. city schools, was recently named to head the Durham county schools.

September, 1947

The conference of county and city superintendents, called annually by the State Superintendent of Public Instruction, was held August 6-8 at Western Carolina Teachers College, Cullowhee.

September, 1942

Dr. W. H. Plemmons, associate professor of Education at the University, Chapel Hill, was recently elected as executive secretary of the State Education Commission.

J. O. Sanderson, principal of the Methodist Orphanage School of Raleigh, was elected last winter as superintendent of the Raleigh unit to succeed Claude F. Gaddy, who resigned to become Business Manager of Rex Hospital.

September, 1937

Mr. Haywood Arnold Perry becomes a member of the Department as Associate in the Division of Instructional Services.

Education and Income

Life-time earnings of males with different amounts of education have been estimated by Dr. Herman P. Miller, Bureau of the Census, in a recent study. Under conditions like those prevailing in 1958, Dr. Miller shows life-time incomes as follows:

Less than eight years	... \$129,764
Eight years	... 181,695
High School, 1-3 years	... 211,193
High School, 4 years	... 257,557
College, 1-3 years	... 315,504
College, 4 years	... 435,242

Eighth-graders receive 40 per cent or \$52,000 more than men who did not complete the 8th grade.

High school graduates receive 42 per cent or \$76,000 more than 8th-grade graduates.

College graduates receive 69 per cent or \$178,000 more than high school graduates.

VFW Sponsors Essay Trials

"What I Can Do for My Country" is the title for essays in the twenty-eighth annual national high school writing contest sponsored by the Ladies Auxiliary to the Veterans of Foreign Wars.

Basis of judging is 50 per cent for literary construction, 25 per cent for originality, and 25 per cent for patriotic inspiration. The first two prizes are \$1,000 and \$500. Twenty-two other national winners will get portions of the remaining \$1,000 of awards. About 40,000 students entered last year's contest. High school students may obtain entry blanks from VFW Auxiliary National Headquarters, 406 West 34th Street, Kansas City 11, Mo.

(Continued from page 15)

and special reasons for the same.

As for propositions (b) and (c), I do not think it is advisable to diminish the number of allotted teachers or the additional local teachers. I do not find any sanction of law to charge some of the children in the same unit a library and instructional fee and not charge the same fee to the other children in the unit. Attorney General, May 30, 1962.

MAKING TODAY'S NEWS

Charlotte-Mecklenburg. Mecklenburg's 10 optimist clubs organized their fight against the school drop-out problem yesterday and bought a film to use as a major weapon. *Charlotte News*, Aug. 22.

Forsyth. The Forsyth County schools will conduct a special "bus drivers' school" today for the 200 boys who will drive county school buses when the fall term opens. *Winston-Salem Journal*, Aug. 22.

Columbus. Termed as a "better schools" meeting, citizens of four of Columbus county's western schools, now in planning stage for consolidation, will be held at the Cerro Gordo High School, Wednesday at 8 p.m. *Greensboro Daily News*, Aug. 22.

Lee. Applications for training as draftsmen for qualified students from five central North Carolina counties are now being accepted by the Lee County Industrial Education Center. *Durham Herald*, Aug. 26.

Shelby. The Shelby Board of Education is trying a novel way of solving space problems at two city schools this year. It has purchased two portable classrooms. *Shelby Daily Star*, Aug. 23.

Stokes. Stokes County supporters of a proposed \$2,000,000 bond issue to consolidate the eight county high schools into two units have named leaders in an attempt to carry the referendum Sept. 15. *Winston-Salem Journal*, Aug. 24.

Madison. Hundreds of Walnut area residents gathered in front of the Madison County jail at Marshall Thursday night in a continuing protest against the arrest of seven anti-consolidation leaders on charges of conspiring to interrupt a public school. *Winston-Salem Journal*, Aug. 24.

Durham. Teachers of science and mathematics at North Carolina's 15 Industrial Education Centers open a two-day teaching workshop Tuesday at the Durham Industrial Education Center on Lawson Street. *Durham Herald*, Aug. 28.


 MISS MARJORIE BEAL
 N C LIBRARY COMM
 RALEIGH N C

Twelve New Consolidated Schools Open As Enrollments Climb About 20,000

Twelve new consolidated schools were opened during the early fall, according to W. W. Peek, supervisor of statistical services for the State Department of Public Instruction. In addition, 24 other new schools were also opened, declared Peek. At the same time, school enrollments for the fall are approximately 20,000 more than a year ago, Peek stated.

New consolidated schools opened for the first time include Eastern High in Alamance County, Hunter Huss High in Gaston County, Gates County High, Creedmoor High in Granville County, East High in Rutherford County, Biltmore-Valley Springs High in Buncombe County, East High in Forsyth County, Union Pines High in Moore County, and North High, West High, and South High, all in Stanly County.

The three Stanly County schools replace ten high schools in operation last year. As is true in the case of all consolidations, more pupils are brought together, with larger faculties, and broader programs of study. "In consolidated schools," Peek declared, "pupils have a wider range of subjects from which to choose and they have teachers who can give more attention to specialized subjects."

Marvin Johnson, consulting architect for the State Department of Public Instruction, indicated that consolidations are being discussed or actively planned in Bertie, Cleveland, Moore, Orange, and Northampton counties. Other new schools opening this fall include: Cumberland Mills Elementary and Wilmington Road Junior High in Cumberland County, Southwest Junior High in Durham County, Rogers Elementary in Martin County, Smith Level Elementary in Orange County, Chapel Hill Junior High, South Asheboro Elementary, Fuller Elementary in Raleigh, Greenwood Junior High in Wayne County, Edwards Junior High in Rocky Mount, and Enloe High School in Raleigh.

Vo Ag Assistant on Leave

Joe R. Clary, Assistant State Supervisor of Vocational Agriculture, is on leave of absence from the State Department of Public Instruction to complete graduate course work leading to a doctor of philosophy degree in agricultural education at Ohio State University, Columbus. He will work on minor areas in administration and supervision, rural sociology, and vocational education. He has a fellowship at the university.

Mr. Clary joined the Department in November 1961, coming from the position of instructor in agricultural education at North Carolina State College. Previously he taught vocational agriculture in Ashe and Davidson counties. His family is residing with him in Ohio.

Bulletin on "Teaching About Communism" To Be Distributed Throughout State

Within the immediate future a new publication, *Suggestions for Teaching About Communism in the Public High Schools*, will be distributed throughout the State, according to Sam Stell, high school consultant for the Department of Public Instruction, and one of the chief contributors to the bulletin. Miss Betty Smith, consultant in television education, also assisted with this publication.

"Three chief purposes underlie publication of the study guide," according to Stell. "In the first place, it is hoped that the bulletin will serve as an informational device which will assist teachers in getting the importance of communism in proper perspective. It is important that educators recognize the ideological principles underlying communism and that, with objectivity, these principles be taught.

"In the second place, the bulletin is intended as a means of con-

Former Board of Education Chairman Retires at Duke

A. S. Brower, native of Randolph County, a former chairman of the State Board of Education, and the State's first director of the Division of Purchase and Contract, retired August 31 as Treasurer of Duke University. He had held the position since 1956, and had served at Duke University for many years.

Earlier he was director of the Division of Finance of the State Department of Public Instruction and business manager and controller of North Carolina State College. He has been a member of the State Advisory Budget Commission. He will continue to serve as a member of the Duke University Investment Committee. President Deryl Hart announced his successor as treasurer to be G. C. Henricksen, vice president for business and finance, who also will continue to serve in that capacity.

vincing teachers that teaching about communism presents many difficulties and complexities if the job is well done. Constant study and evaluation of content and techniques involved must be emphasized wherever this emphasis is undertaken.

"In the third place, the bulletin stresses the desirability of teaching about communism through existing social studies courses rather than through separate, isolated courses," emphasized Stell.

The current bulletin is intended as a framework or guide—a first step—in helping teachers prepare themselves for this task.

Contents of this bulletin include the following sections: Why Teach About Communism, Objectives of the Program, Suggested Procedures for Developing a Program for Teaching About Communism, How to Prepare for the Study, and Bibliography for Teachers.

Superintendent Carroll Says . . .

(Excerpt from an address made at a meeting of secondary teachers and principals of Greenville County schools, Greenville, South Carolina, August 24, 1962.)

I believe that improvement in teaching and in learning takes place when there is widespread acceptance of these philosophies:

1. Acceptance of the philosophy that administrative, advisory, and teaching staffs should plan cooperatively for improvement in the total instructional program, and that professional personnel can learn and grow in professional competence.

2. Acceptance of the philosophy that learning is an individual matter; that content, methods, and purpose vary among individuals; that schools exist for all pupils; that all pupils must be respected in terms of their individual assets and limitations.

3. Acceptance of the philosophy that organization, administration, and supervision should be characterized by imagination, creativeness, and flexibility; and that these aspects of the school program exist primarily for the purpose of improving instruction.

4. Acceptance of the philosophy that change is necessary from time to time if instructional improvement is to be realized—change in such areas as attitudes, motivation, techniques, curriculum, grouping practices, evaluation, teaching techniques, use of school and community resources, and the like; and that change in human behavior is the very heart of all education.

5. Acceptance of the philosophy that learning to think, organizing ideas, expressing one's thoughts, making decisions, solving problems, working independently as well as in groups, and evaluating one's efforts is vastly more important than the mere acquisition of facts which have only transitory meaning to students.

6. Acceptance of the philosophy that there must be increasing cooperation and correlation in efforts to utilize effectively all school and community resources—personal and instructional aids.

7. Acceptance, finally and most important, of the concept that we must know what we are striving to do before we can do it; that there must be objectives which have personal meaning to all who are concerned—pupils, teachers, administrators, and parents.

In essence, I believe improvement in any area of life begins with an idea and a felt need.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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CHARLES F. CARROLL

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EDITORIAL BOARD

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October, 1962

"In a country like this . . . if there cannot be money found to answer the common purposes of education, there is something amiss in the ruling political power, which requires a steady, regulating, and energetic hand to correct and control it." George Washington

"The whole people must take upon themselves the education of the whole people and be willing to bear the expense of it." John Adams

"If a Nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be." Thomas Jefferson

"I view education as the most important subject we as a people can be engaged in." Abraham Lincoln

"In our schools, let us put less money in great schoolhouses, and more in the salaries of teachers . . . All the encouragement that the National Government can give . . . ought to be hailed as the deliverance of our country." James A. Garfield

Education helps a man to stand taller, to cast a longer shadow in the world around him. Senator Lister Hill of Alabama

"It does not have the glamour that other things have, but it seems to me we must go forward in the field of education for our people and I know of no way of going forward in that field to any substantial degree without providing some Federal financial assistance." Robert Taft

"The human mind is our fundamental resource. . . . The Federal Government's responsibility in this area has been established since the earliest days of the Republic—it is time now to act decisively to fulfill that responsibility for the sixties." John F. Kennedy

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

The Mandate of Common Sense

Educational improvements, of necessity, must be made on many fronts simultaneously, even though some particular facet of education receives major attention at any given time. In recent years, for example, much attention has been given science, mathematics, and modern foreign languages; but good schools everywhere were at the same time trying to improve social studies, English, guidance services, and the like.

The time has come when concentrated effort on improving reading in high school is mandatory, since reasonable skill in reading is essential for learning in all other areas of the curriculum. Good schools long have recognized this necessity, and throughout the State improving one's individual skills in reading at high school level has received major attention. This situation, regrettably, is rare, not commonplace. The mandate of common sense demands vigorous action on a wide front.

The assumption that pupils have learned to read sufficiently well when they enter high school can no longer be held by sensible educators. Evidence is abundant that learning to read must be a continuous, developmental process from grade one through grade twelve if pupils are to make the most of their capabilities. No one has really learned to read by the time he has arrived at any given stage of growth or development; on the other hand, every pupil should be helped to read more efficiently as his needs become greater. At each stage of the pupil's progress—in elementary, junior high, and senior high school—the skills necessary for productive reading should be strengthened.

Nor can the assumption that English teachers alone should be responsible for stressing reading skills continue to be held in such wide circles. Irrespective of prejudices, past practices, or work load *each teacher must* accept responsibility for teaching the reading and communication skills. There is no reasonable substitute for this ap-

proach. The National Association of Secondary School Principals recently announced as one of its chief beliefs the proposition that "all teachers must share with English teachers the responsibility for maintaining high standards in the use of the English language arts."

Yes, this definitely means that teachers of mathematics, science, social studies, homemaking, and all other subject-matter areas are expected to strengthen those skills in reading which in these several subject areas need strengthening. In addition, this means that *all* teachers are expected to stress vocabulary building, effective sentence structure, correct spelling, and other language arts skills.

Clifton Fadiman summarizes this point of view rather poignantly when he states that "English should be taught all day long in every classroom. It is not a separate discipline.

It is the medium the child has to use whether he is writing a formal composition or solving an equation. . . . The job cannot be left to the overworked English teacher, and should not be, for it is less a subject than an integral part of the way we live, like breathing or observing. It is in a word, thinking. And that is what education is about . . ."

Better Prepared Teachers

North Carolina can readily be classed with those states which are doing most to raise the standards for teacher preparation and certification. For this the people of the State can be proud.

In recent years much attention has been focused on how to secure topnotch teachers for the classrooms. The scholarship loan fund has aided deserving and capable students who have needed financial assistance. The testing program for teachers has caused additional em-

phasis on excellence in colleges and additional effort and determination on the part of teachers and prospective teachers. In-service programs, whether sponsored locally or by the State, have done much by way of enabling teachers to further their knowledge and skills. Flexibility in provisions for renewing certificates has been helpful to many teachers. Finally, professional meetings, such as conferences, conventions, study groups, institutes, seminars, and the like—whether sponsored at the local, State, regional, or national level—have aided immeasurably in the continuing preparation of teachers.

In giving official sanction to the approved program approach to teacher preparation and certification in North Carolina, the State Board of Education recently took one of its boldest and most significant steps in years. In essence, the approved program approach emphasizes the fact that a prospective teacher's preparation at the college level must be of such quality and such quantity that the institution from which the prospective teacher is to be graduated will be able to certify that this person is well prepared to be a good teacher. This approach emphasizes the necessity for a total educational program, academic and professional, which will enable prospective teachers to have rich backgrounds in content courses, as well as in professional courses.

Whatever the difficulties, it is common sense to assume that preparation programs will improve as *total* college staffs become concerned with the quality of the graduate who leaves the institution for the teaching profession. Procedures have been formulated and adopted which will guarantee more attention to one's individual preparation in terms of needs and interests. Under the approved program approach, the education of teachers will be an institution-wide function and responsibility. It is believed that the new program will foster the growth of quality education.

Information of Interest to School Staffs Is Released at Mars Hill Conference

A sheet giving a list of "Administrative Announcements and Reminders" was distributed to the school superintendents of the State at the annual conference, recently held at Mars Hill.

Since a number of these reminders are of interest to principals, the list is printed in this issue of the *Bulletin*, as follows:

1. New Registers. New registers, containing a new pupil coding system, have been devised for use this school year. It is essential that the new coding system be used by every school in every administrative unit. The old registers with the old coding system cannot be used.

2. New Grading System. The new registers contain a new grading system. New report cards, available from the Department, have been designed to conform with the grading system in the registers.

3. Athletics, Activities, and Use of Buildings. G. S. 115-35 requires that boards of education adopt rules and regulations governing athletics and extra-curricular activities and G. S. 115-133 requires that boards adopt rules and regulations governing the use of school buildings. It should be observed that adoption of regulations in these two important areas is not discretionary but mandatory.

4. Recruitment of Athletes. Adherence to the provisions and procedures of the Pupil Assignment Act is essential in the assignment of all pupils, including "good athletes."

5. Immunization Laws. The immunization laws of the State specify that:

a. No principal shall permit any child to enter a public, private, or parochial school without a certificate or some other acceptable evidence of immunization against smallpox, diphtheria, tetanus, and whooping cough, smallpox, and poliomyelitis.

b. No principal or teacher shall permit any child to "enter

school for the first time" without a certificate or other acceptable evidence of the child's vaccination or immunization against poliomyelitis. Three doses against poliomyelitis must have been administered before the child is admitted to school for the first time. The three doses may be given at one month intervals. A fourth dose is recommended at seven months to one year.

6. Insurance on School Property. G. S. 115-133.1 requires the board of every administrative unit to insure and keep insured, to the extent of not less than 75% of the current insurable value, all buildings, equipment, and building contents against fire, lightning, and the perils embraced in extended coverage.

7. Length of School Day. Because of the general interest in a full school day for both teachers and pupils, attention is called to G. S. 115-36 which states that boards of education are required to determine the length of the school day. School schedules are not official until and unless they have been approved by the board of education.

8. School Attendance. Under the provisions of Articles 19 and 20 of Chapter 115 superintendents are accountable for all children of compulsory school attendance age living within their administrative units who are eligible for admission to school—accountable for their being enrolled in and attending either a public school or an approved non-public school.

9. Non-Public Schools. Article 32 of Chapter 115 imposes upon the State Board of Education and local school superintendents the responsibility for ascertaining the approvability of non-public schools located in their administrative units. With new report forms, designed specifically for non-public schools, superintendents are being requested to assist in the approval procedures. These new report forms are being mailed to non-public schools this week. When completed by the

headmaster or principal, two copies of the school's report will be sent to your office—one for your information and your files and one to be signed by you and forwarded to the State Department's Division of Instructional Services. Upon review and appraisal of the report, the school will be notified of its status with a copy of the appraisal going to you for your information.

10. Medical Self-Help Program. We have an opportunity and a responsibility to cooperate in the Medical Self-Help Program which is a joint effort of State and local medical, health, civil defense, and education agencies.

The new training, designed to teach families how to meet their health needs if a national emergency should deprive them of a physician's services, covers radiation protection and sickness, how to deal with common diseases, and other contingencies which may arise, including child birth. It also deals with some subjects associated with first aid but advocates procedures necessary when professional help will be long delayed, probably until the end of the emergency.

During an experimental period North Carolina has been provided with eighty training kits, channeled through local civil defense authorities, which contain all the teaching material needed including a projector, filmstrips, and precise course content. The entire course includes sixteen lessons of one hour each.

The instructor may be any person who has a keen interest in the subject, but one prepared in education or health can do it more effectively. Instruction is intended primarily for adult trainees, especially during the trial period; some films used in the program are controversial (for instance, a film showing actual childbirth) and should be reviewed before decision is made as to use.

11. Data Processing. Because the Department has already acquired and is beginning to use electronic data processing machines, you will want to be most attentive to the accuracy and com-

First Business Bulletin Issued by New Supervisor

Education for Business Lines, new monthly publication of the Department of Public Instruction, was mailed to schools throughout the State last month.

Miss F. Joyce Bateman, supervisor in business education, was responsible for this publication. Feature articles in the first issue of the publication are: "Education for Business Service" and "Opportunities in North Carolina Business Colleges." Coming events of interest to business education teachers are also stressed in this number.

In *Education for Business Lines*, it was pointed out that 31 per cent of female employment is in the clerical field or kindred fields; that twice as many pupils pursued typing I in 1961-62 as in 1951-52, a total of 51,944; and that nearly twice as many pupils took Short-hand and Bookkeeping I in 1961-62 as in 1951-52.

In 1961-62 nearly 12,000 pupils took Business Math or Business Arithmetic. Business Law attracted 1,125 pupils in 1961-62.

pleteness of all reports which you submit to State Department offices. With our new equipment we are now in position to prepare and release innumerable statistical studies about many phases of school operations. These studies are being released and you are being asked questions about the relative status of your unit. Obviously, the machine turns out what you put down. On Friday morning, we plan to show you how your 408 Forms will be processed this fall. It is imperative that you be present Friday morning for the "school of instruction" on data processing. Your cooperation in submitting reports promptly will make it possible to expedite State summaries and prepare needed studies. G. S. 115-84 states that "no funds shall be released for payment of salaries for administrative officers of county or city units if any reports required to be

Pre-school Workshops Feature Many Topics "Physical Fitness" Theme in Fayetteville

Among the numerous pre-school conferences held throughout the State in accordance with recent legislative provisions, the one planned for the Fayetteville city school personnel was not only timely but somewhat unusual in several ways, according to Floyd Woody, consultant in health and physical education with the State Department of Public Instruction.

"Though the theme of the workshop was labeled 'Physical Fitness,' the discussions and activities centered around fitness in general," declared Woody. The conference began with a discussion of "The Importance of Physical Fitness in Our Modern World," by Raymond E. Luper, director of physical education and athletics in the Fayetteville city schools. This introduction was followed by an analysis of the teacher's role of responsibility for fitness, by Dr. Willard S. Swiers, assistant superintendent.

Woody brought the group up to date with a discussion of the "Background of the Present Physical Fitness Movement," and Dr.

W. H. Peacock, professor of education at the University of North Carolina, discussed "Relationships Between Physical Fitness and Mental Health."

One of the outstanding features of the workshop, according to Woody, was the showing of the President's film, "Report to the Nation," which emphasizes the growth challenge which currently faces America. During the conference, a demonstration and explanation of fitness tests was given by Robert Reynolds, physical education instructor in the Fayetteville Senior High School. This was followed by a discussion of past practices in physical education, what the future should hold, and ways of enlisting parental help.

"Perhaps the high light of the entire workshop, according to Woody, was an address by Dr. O. L. McFayden, a medical doctor of Fayetteville, on 'The Role of Diet in Physical Fitness.'"

"Teachers throughout the Fayetteville system indicated that the carefulness with which this program was planned and the pertinence of each aspect of the program made it one of the most significant in which they had participated."

A topic of widespread consideration throughout the State during the pre-school conferences was that of the importance of teaching the language arts skills in all grades and in all classes. Among the school systems which used this as the major theme of their pre-school conference were Onslow County, the North Carolina School for the Deaf and Blind in Raleigh, Montgomery County, Davidson County, and the city of Elkin.

Congratulations to all administrative units in North Carolina which, as in the case of the Fayetteville unit and those emphasizing language arts, planned professional programs of vital significance to teachers and pupils alike. Obviously, this is another worthwhile approach to excellence in learning.

filed with State school authorities are more than thirty days overdue."

13. Driver Training and Safety Education. In accordance with regulations of the State Board of Education governing Driver Education, "State-allotted teachers paid from the Nine Months School Fund shall not be used as instructors in driver training and safety courses during the regular school day" nor may they be employed as "instructors in driver training and safety education for work after the close of the regular school day." Exceptions to these regulations expired at the close of the last school year.

13. State Fair. The North Carolina State Fair will feature "Education" this fall. Attractive exhibits, depicting the State's activity in education at all levels, will be on display.

Approved Program Approach Adopted As Basis For Teacher Preparation In State Institutions

Official action by the State Board of Education at its September meeting now makes the "approved program" approach to teacher preparation and certification in North Carolina a reality. Teacher preparation under this approach will, in essence, become the responsibility of the entire institution of higher learning, not just the department or school of education.

"In the future, institutions will be approved for teacher preparation by the State Board of Education," declared Dr. J. P. Freeman, director of the division of professional services, "on the basis of their demonstrated purposes, faculty, resources, personnel policies, curriculum, and facilities for the education of teachers in those areas in which it purports to prepare teachers."

Effective date for the operation of the approved program approach is September 1, 1964; and the first college graduates to be certified under this approach will be the 1964-65 graduates, unless an institution has received approval of its program prior to September 1, 1964, according to current regulations.

The standards and guidelines for implementing the approved program approach to teacher education and certification were developed under the general direction of the State advisory Council on Teacher Education and Professional Standards and the Division of Professional Services of the State Department of Public Instruction. The Council consists of 72 members and is drawn from public and private teaching preparing institutions, public school professional personnel, education organizations and agencies, and lay interests of the State. Altogether, more than 1000 persons, from groups represented in the Advisory Council, worked on the standards and guidelines which were adopted by the State Board of Education on September 6. The adoption of this program represented the fruition of

a vast and united effort, and marked the culmination of several years of effort by North Carolina educators and interested citizens to raise the quality of teaching through raised standards of teacher education and certification.

Freeman indicated that the new program would also place increasing responsibility on institutions of higher learning for attracting and holding students of high caliber for teacher preparation. "Each phase of the 'approved program' approach dovetails with every other phase in such a manner that persons involved, courses offered, and results obtained will bring added quality and prestige to education in North Carolina."

Administration of the approved program approach to improving the preparation of teachers in North Carolina will center in cooperative efforts of the several institutions with the Division of Professional Services in the State Department of Public Instruction and with the State Board of Education. A system for evaluating institutions and their programs includes the following steps:

- Each institution desiring approval of the State Board of Education to prepare teachers will plan its program in accordance with guidelines and standards adopted by the Board.
- After engaging in a self-study, with guidelines and standards as criteria, the institution will file an application for approval with the Division of Professional Services of the State Department of Public Instruction. Accompanying the application would be a report of the self-study.
- The application and self-study report will be examined, in terms of criteria, by the Director of the Division of Professional Services and the Supervisor of Teacher Education.
- If application and report in-

dicade that all items are in order, a visit to the institution will be arranged in order to observe and describe the institution's efforts to prepare teachers effectively.

- The Division of Professional Services, in turn, will refer the report of the visiting committee to the State Evaluation Committee on Teacher Education for evaluation. The recommendation of this committee will then be passed on to the State Board of Education for consideration and action.

Arrangements have been made for approval of programs for periods of one year (conditional approval) and periods of five years (unconditional approval). Institutions not approved in course of the above process will be advised as to the areas in which improvements or changes are needed and will be permitted to re-apply when necessary improvements have been made.

"All institutions on the approved list will be required to keep their programs of teacher education under continuous, faculty-wide review," according to regulations of the new program. An interesting feature of the program, according to Dr. Freeman, is the fact that "each year, under direction of the State Advisory Council on Teacher Education and Professional Standards, at least one phase of the teacher education program will be selected for special study."

Details of organization and administration of the program, along with guidelines and standards, are included in a special bulletin soon to be available in printed form through the Division of Professional Services, State Department of Public Instruction.

As soon as bulletins are available, a Statewide meeting of heads or deans of education departments of all senior colleges will be held. Similarly, a meeting of the 72 members of the State Advisory Council on Teacher Education and Professional Standards, the overall group primarily responsible for this new program, will also be held.

Regulations for Athletics Revised and Distributed

Regulations Governing Athletics in the Public Schools of North Carolina, a revised edition of chapter seven of another publication, *Athletics in the Public Schools*, was widely distributed early in September throughout the State, according to Raymond K. Rhodes, director of school athletics and activities in the State Department of Public Instruction.

This pocket-size, convenient brochure includes the most recent regulations concerning athletics in the public schools of the State, along with definitions and interpretations. These regulations, first adopted by the State Board of Education in June 1952, have been revised three times since then—in 1954, 1957, and 1962.

"It is hoped," declared Rhodes, "that this new pamphlet, now in convenient size for carrying, with regulations, interpretations, and definitions included, will be increasingly useful throughout the State."

According to the General Statutes 115-35, Subsection (d), "County and city boards of education shall make all rules and regulations necessary for the conducting of extra-curricular activities in the schools under their supervision, including a program of athletics, where desired, without assuming liability therefor; Provided, that all interscholastic athletic activities shall be conducted in accordance with rules and regulations prescribed by the State Board of Education."

Distribution of these revised regulations has included thus far all superintendents, all elementary and secondary principals, coaches of all administrative units, directors of health and physical education in the institutions of higher learning within the State, and administrative personnel of the several athletic conferences.

Additional copies are available without charge from Raymond K. Rhodes, director of school athletics and activities, State Department of Public Instruction, Raleigh.

Lois Edinger Candidate for Presidency of National Education Association, 1963

Lois Edinger, classroom teacher and native of Greensboro, is being boosted by the 32,000-strong North Carolina Education Association for presidency of the National Education Association, world's largest professional organization, according to Dr. A. C. Dawson, executive secretary of the NCEA.

The North Carolina Teachers Association, professional organization for Negroes, has also announced its support of Miss Edinger for this national honor and responsibility "in view of what her election may mean to national and State progress in education."

Currently Miss Edinger is on the staff of the School of Education in the Woman's College with major responsibilities in the Currie Training School, where she will also sponsor the Future Teachers of America organization. Prior to her recent graduate studies in Chapel Hill, Miss Edinger served as one of the pioneer TV teachers through station WUNC-TV.

Miss Edinger is the first North Carolinian to seek this position in sixty years. In 1902 Dr. J. Y. Joyner served as president of the NEA. "To me it is a real honor to be chosen by the teachers of North Carolina as the candidate to make a bid this year for the highest office in the NEA," declared Miss Edinger.

In discussing Miss Edinger's candidacy for the president of the NEA, Dr. Dawson explained that North Carolina's recent advances in education as well as the State's increased interest in the activities of the NEA make 1963 an appropriate time for the State to be represented at the national level in the NEA.

Elaborating upon this idea, Miss Edinger stated: "North Carolina has long been at the top in certification requirements for its teachers; we made significant gains with respect to per pupil expenditure in the last session of the General Assembly; we led the Nation last year in numerical increase in membership in the NEA;

and more recently the State Board of Education officially adopted the approved program approach in teacher education."

Miss Edinger's campaign will be managed by Dr. Lloyd Thayer of High Point and will be financed by voluntary contributions.

Miss Edinger was graduated from Meredith College with an A.B. degree and from the University of North Carolina with a Master's degree. Additional graduate work was also done at UNC. In addition to her pioneer work as an in-school television teacher, Miss Edinger has taught in Thomasville, Whiteville, and North Wilkesboro while serving on numerous State and NEA committees.

If elected, she will serve as vice president for one year and then automatically move up to president, with headquarters in Washington.

Congratulations to Miss Edinger and to the teachers of North Carolina! No candidate could represent the State and the Nation more effectively in this high and important office.

By way of preparation and varied experiences, and by way of personality and general effectiveness, Miss Edinger is a natural at this moment in the State's history for this significant national position.

Voice of Democracy Contest

The Veterans of Foreign Wars, department of North Carolina, has mailed information booklets on the 1962-63 Voice of Democracy Contest to all public and non-public high schools in the State. The Adjutant-Quartermaster for North Carolina VFW, A. C. Ingram, said the State winner will be given a trip to Washington, D. C., as last year. All students of public or non-public high schools are eligible, he said. Co-sponsor of the annual contest is the National Association of Broadcasters.

State School Facts

Public Education Cost An Average of \$228.04 Per Pupil In 1960-61 and Continues To Rise

What does it cost to educate a child enrolled in the public schools of the State?

This is a question often asked, but not always answered. And when the answer is given, it depends on what figures are used in making the calculation.

According to the figures used in this study, it cost an average of \$228.04 for each child in average daily attendance for the year 1960-61, latest for which official figures are available. This cost is based on expenditures for current expense items only, and does not include expenditures for capital outlay and debt service purposes.

Table 1

As will be observed from table I, these costs have continued to rise from a low of \$25.29 in 1934-35, to \$142.00 in 1949-50, to \$218.78 in 1959-60, and then to \$228.04 in 1960-61. These per pupil costs have risen because expenditures for current expense have increased from year to year, as the "total" column under "current expense" shows.

It will be noted that more children are attending school in county units and consequently the total costs are greater in those units. However, on a per pupil basis, the average expenditure in city units was \$12.42 greater than in county

trol at \$4.95. Per pupil costs in both of these areas were higher in city units.

Table II

In this table the calculations are based on official figures for the year 1960-61. The 173 units are ranked on the basis of per pupil cost for current expense. Ranks are shown, however, in accompanying columns on per pupil costs for instructional service and general control.

Per pupil costs for current expense ranged from a high of \$294.31 in Winston-Salem to a low of \$191.44 in Yancey County, a difference of nearly \$103.

For instructional service only, per pupil costs ranged from \$229.27 in Winston-Salem to \$140.57 in Yancey.

Per pupil costs, based on general control expenditures ranged from a high of \$19.00 in Fremont to a low of \$1.92 in Gaston County. The percentage differential between this high and low is greater in this area than either total current expense or instructional service.

Units having the highest per pupil costs for this object were; Fremont \$19.20; Pinehurst \$17.07; Tryon \$16.77; Chowan \$15.82; Elkin \$13.25; Murphy \$13.13; Mor-

Administrative Unit	Average Daily Attendance	Current Expense	Instructional Service			General Control				
		Total	Per Pupil	Rank	Total	Per Pupil	Rank	Total	Per Pupil	Rank
Jackson	3,588	863,808	240.75	30	670,729	186.94	25	25,124	7.00	50
Forsyth	17,305	4,149,082	239.76	31	3,221,506	186.16	29	72,345	4.18	131
Dare	1,189	288,661	238.57	32	187,351	157.57	150	14,699	12.36	9
Payetteville	9,681	2,309,471	238.56	33	1,805,476	186.50	26	55,780	5.76	83
Wilson (County)	5,035	1,200,718	238.47	34	881,692	175.11	67	22,144	4.39	124
Granville	4,489	1,070,258	238.42	35	798,878	177.55	47	26,858	5.38	25
Lenoir (City)	2,348	556,949	237.20	36	466,793	198.80	12	16,908	7.29	46
Camden	1,354	321,168	237.20	37	224,553	165.84	124	16,896	12.48	8
Perquimans	2,226	527,200	236.84	38	401,660	180.44	40	19,688	8.54	28
New Hanover	15,592	3,681,163	236.09	39	2,903,205	186.20	28	70,540	4.52	127
Gastonia	7,503	1,764,953	235.23	40	1,492,349	198.90	11	30,679	4.08	137
Tyrrell	1,136	266,778	234.84	41	195,823	172.36	75	12,444	10.95	14
Lee	3,507	828,325	234.77	42	600,531	171.24	84	22,667	6.46	57
Vance	3,409	798,079	234.11	43	581,469	170.57	88	25,438	7.46	41
Haywood	6,266	1,466,568	234.05	44	1,067,886	170.43	91	30,473	4.86	112
Orange	4,093	957,847	234.02	45	705,136	172.28	79	26,325	6.43	59
Anson	3,543	825,919	233.11	46	604,911	170.73	85	29,177	8.24	31
Rocky Mount	6,543	1,524,436	232.99	47	1,250,102	191.06	19	32,623	4.98	109
Rockingham	5,048	1,175,992	232.96	48	819,826	162.41	142	26,907	5.33	99
Union	7,465	1,737,177	232.71	49	1,322,817	177.20	53	30,643	4.10	134
Folk	1,828	423,514	231.68	50	304,438	166.38	117	19,411	10.61	16
Pasquotank	2,157	498,802	231.25	51	371,320	172.15	80	20,582	9.54	22
Henderson	5,474	1,265,227	231.13	52	912,152	166.63	115	27,921	5.12	105
(County)	1,583	368,183	230.69	53	231,188	146.04	172	19,387	12.25	10
Cherokee	6,421	1,479,971	230.49	54	1,112,770	173.30	71	29,308	4.36	119
Moore	766	176,257	230.40	55	136,165	177.76	48	13,076	17.07	2
Pinehurst	10,872	2,259,871	229.57	56	1,873,806	172.35	77	52,454	4.82	113
Alamance	3,116	715,228	229.53	57	518,408	166.37	118	18,333	5.88	79
Avery	4,080	936,225	229.47	58	772,242	189.28	22	23,139	5.67	84
Statesville	2,625	602,342	229.46	59	463,703	176.65	59	19,653	7.49	39
Canton	16,319	3,744,493	229.46	60	2,869,367	175.83	64	53,388	3.27	162
Johnston	3,273	749,210	228.91	61	621,655	189.93	20	17,069	5.20	99
Oxford	2,005	457,838	228.35	62	334,692	166.93	112	16,527	8.24	32
Swain	4,873	1,110,959	227.98	63	849,452	177.23	52	55,083	2.79	170
Guilford	3,684	839,718	227.94	64	627,945	170.45	89	25,226	5.18	100
Pender	2,485	565,906	227.73	65	409,508	164.79	131	17,225	4.67	117
Scotland	14,568	3,317,548	227.73	66	2,620,861	179.90	44	18,509	7.45	43
Pamlico	2,047	465,006	227.16	68	371,144	181.31	38	97,357	6.68	53
Raleigh	2,967	673,082	226.86	69	535,723	180.56	39	15,598	7.61	38
Edenton	828	190,023	226.86	70	144,845	176.56	99	21,362	7.20	47
Albemarle	2,967	673,082	226.86	70	144,845	176.56	99	21,362	7.20	47
Tryon	2,559	580,023	226.76	71	465,905	172.84	74	14,054	16.77	33
Morganston	3,791	858,290	226.66	72	653,175	181.86	36	20,990	8.20	33
Pennsylvania	6,298	1,410,176	226.40	73	1,143,789	172.30	78	23,500	6.20	64
Hickory	2,092	454,257	225.30	74	343,436	182.77	34	35,196	5.62	87
Wake	2,304	518,283	225.38	75	388,848	171.36	83	38,694	4.07	140
Gates	3,434	773,382	225.21	76	623,639	181.61	37	18,048	7.83	37
Elizabeth City	4,637	1,043,809	225.10	77	855,784	184.55	32	28,095	6.05	72
New Bern	4,038	906,977	224.61	78	741,042	183.52	33	22,674	5.61	88
Reidsville	3,907	674,433	224.29	79	555,739	184.81	31	16,911	5.62	86
Mount Airy	6,938	1,554,337	224.03	80	1,251,569	180.39	41	27,955	4.02	142
Wilson (City)	3,928	877,038	223.28	81	697,069	177.46	50	20,983	5.34	96
Washington	4,921	1,094,232	222.36	82	809,808	164.56	133	25,506	5.18	101
(City)	2,896	643,301	222.13	83	488,497	168.68	101	19,251	6.65	54
Stokes	2,997	1,524,691	222.03	84	1,151,592	167.70	105	20,485	4.08	138
Jones	6,867	486,868	222.01	85	388,499	177.15	54	15,481	7.05	49
Kings Mountain	2,193	486,868	222.01	85	388,499	177.15	54	15,481	7.05	49
Surry	2,997	664,507	221.78	86	539,448	180.00	42	18,333	6.11	67
Clinton	5,653	1,252,037	221.42	87	997,414	176.44	60	26,410	4.67	116
Kinston	9,183	2,098,355	221.32	88	1,531,488	166.12	122	47,109	4.01	143
Harnett	1,938	459,355	221.30	89	351,488	166.77	113	32,860	3.57	158
Sampson	3,928	877,038	223.28	89	1,531,488	166.77	113	32,860	3.57	158

costs have been increasing over \$2.67; Guilford \$2.79; Duplin \$2.97; Rowan \$3.02; Cumberland \$3.10; Martin \$3.17; Columbus \$3.19; and Goldsboro \$3.21.

I. PER PUPIL COSTS, 1934-35 TO 1960-61

Year	Average Daily Attendance	Current Expense		Instructional Service		General Control	
		Total	Per Pupil	Total	Per Pupil	Total	Per Pupil
1934-35	761,433	\$19,254,098	\$25.29	\$14,321,243	\$18.81	\$ 620,786	\$.82
1939-40	790,003	32,044,364	40.56	24,319,583	31.42	932,131	1.18
1944-45	713,146	50,088,131	70.24	36,366,312	50.99	1,418,303	1.99
1945-50	797,691	113,272,496	142.00	80,468,793	100.88	2,508,752	3.14
1954-55	904,029	155,077,268	171.54	118,479,267	131.06	3,631,203	3.91
1955-56	927,099	162,512,909	175.29	124,362,531	134.14	3,802,475	4.10
1956-57	943,343	168,979,694	179.13	128,091,130	135.72	3,917,118	4.15
1957-58	950,311	195,242,979	205.45	150,216,336	158.07	4,392,054	4.62
1958-59	991,475	204,628,440	206.39	156,556,155	157.90	4,457,503	4.50
1959-60	1,003,455	219,583,220	218.78	170,091,924	169.51	4,743,065	4.73
1960-61	1,024,943	233,731,268	228.04	181,547,848	177.13	5,074,144	4.95
County Units	715,458	160,473,549	224.29	122,942,188	171.84	3,243,182	4.53
City Units	309,485	73,257,719	236.71	58,605,660	189.37	1,830,962	5.92

II. PER PUPIL COSTS, 1960-61

Administrative Unit	Average Daily Attendance	Current Expense		Instructional Service		General Control	
		Total	Per Pupil	Rank	Per Pupil	Rank	Total Per Pupil Rank
Winston-Salem	20,830	\$6,130,424	\$294.31	1	\$4,775,715	\$229.27	1 \$115,624 \$5.55 92
Hendersonville	2,059	589,342	286.23	2	443,744	217.94	3 17,921 \$7.50 30
Greensboro	21,068	5,814,809	276.00	3	4,586,964	217.71	4 84,246 4.00 144
Currituck	1,424	392,172	275.00	4	269,195	189.04	23 14,826 10.41 19
Mecklenburg	56,952	15,648,879	274.77	5	12,548,925	220.33	2 305,905 5.36 94
Durham (City)	13,519	3,707,732	274.26	6	2,607,540	192.87	18 73,484 5.58 91
High Point	10,810	2,905,128	268.74	7	2,271,168	210.10	6 48,661 4.50 123
Burlington	8,612	2,251,647	261.48	8	1,860,060	215.98	5 39,142 4.54 120
Chowan	896	231,054	257.87	9	156,013	174.12	69 14,183 15.82 4
Southern Pines	1,433	367,306	256.32	10	282,775	197.33	13 16,901 11.79 12
Hyde	1,342	343,072	255.64	11	244,724	182.36	35 15,009 11.18 13
Clay	1,318	333,404	252.96	12	220,726	167.47	109 12,502 9.48 23
Leaksville	4,348	1,098,885	252.73	13	852,958	196.17	15 31,789 7.31 45
Salisbury	4,012	1,018,899	250.84	14	818,851	204.10	7 29,152 7.26 45
Roanoke Rapids	3,444	860,021	249.72	15	689,436	200.18	10 25,647 7.45 42
Durham (County)	8,954	2,297,734	248.80	16	1,685,695	188.26	24 57,818 6.45 58
Craven	7,412	1,857,955	247.97	17	1,314,928	177.40	51 39,732 5.35 95
Elkin	1,236	305,521	247.19	18	234,641	189.84	21 16,379 13.25 5
Beaufort	4,928	1,217,479	247.05	19	955,028	193.80	17 24,183 4.91 111
Ashford	9,099	2,238,640	246.03	20	1,787,775	196.48	14 51,214 5.62 85
Chapel Hill	3,454	844,433	244.51	21	697,291	201.88	9 20,975 6.07 69
Alleghany	1,714	418,274	244.03	22	293,505	170.66	87 15,228 8.88 97
Nacoe	3,445	840,482	243.96	23	576,541	167.44	110 27,016 7.84 36
Watauga	3,639	887,573	243.91	24	645,300	176.78	56 23,049 6.33 62
Graham	1,644	398,766	242.56	25	273,417	166.31	120 17,750 10.82 15
Madison (County)	3,793	919,054	242.30	26	642,991	169.52	94 18,715 4.93 110
Mooreville	2,311	559,908	242.28	27	469,079	202.98	8 16,384 7.08 48
Lenoir (County)	7,935	1,922,089	242.23	28	1,478,387	186.31	27 31,091 3.92 146
Shelby	4,241	1,024,277	241.52	29	825,792	195.42	16 25,066 5.91 78

Driver and Safety Education Achievement Award is Presented by National Council

A "Certificate of Achievement" for outstanding performance in school traffic safety education was presented to North Carolina by the National Safety Council on September 6, 1962. Mr. James E. Civils, District Director for the Council, presented the award and an analysis of program strengths and weaknesses. Accepting for the schools were Governor Terry Sanford, Dr. Charles F. Carroll, State Superintendent of Public Instruction, and members of the State Board of Education, in the Governor's office.

Director Civils said the council rated the schools' program at 94 per cent performance. However, he pointed out that performance has not reached this level in every county and city school unit of the State.

Room for Improvement

The Council's analytical report said that North Carolina is commended for the following phases of its safety education program: personnel; Statewide assistance and cooperation; number and variety of publications; teacher education and college services; school bus operations; and State Department of Public Instruction recommendations for individual schools. It urged that because of the seriousness of the traffic accident situation, North Carolina "continues to build on these good foundations."

The report gave two main recommendations: safety education publications should be revised soon and more of the eligible students in the State should receive complete courses in driver education—both classroom and in-the-car phases of instruction.

While North Carolina's enrollment in driver education in the schools consistently is above 60 per cent, John C. Noe, Supervisor of Driver and Safety Education, State Department of Public Instruction, points to the record in Michigan. More than 90 per cent of the eligible students completed driver education for the first time in the 1960-61 school year after Michigan became the first state to enact a law making driver educa-

tion prerequisite to licensing for persons between 16 and 18 years old.

The Safety Council's report also recommended that traffic and other safety education be included in the college preparation, to suit the needs of each teacher, elementary and secondary, and that certification requirements specifically for driver education teachers be strengthened to "move up to national recommendations as soon as possible."

The Council included in its rating a check on adequacy of school crossing protection, pedestrian safety education, and bicycle education. The rating is performed by an advisory group of "specialists in school traffic safety education" "experienced in programs on local, State, and national levels," the report explains.

In the same ceremony, another Certificate of Achievement for outstanding performance was presented to the North Carolina Department of Motor Vehicles for accomplishments in the field of accident reporting. Additional certificates of achievement for outstanding performance by other divisions of the State Department of Motor Vehicles will be presented at another time.

In a news conference at the presentation, Governor Sanford promised that the State will continue its efforts to curb the "shameful loss of life, and property damage" in highway accidents.

Concord Handbook

The "Handbook, Concord City Schools, 1962-63," describes organization and administration, curriculum, tests, parent-teacher relations, homework, professional education, teachers' regulations and professional affiliations. Among numerous topics are conservation of utilities; school services including health program and use of lunchroom facilities; and schedules of local and State meetings of interest to teacher delegates. The publication is letter-size, 23 pages duplicated.

ACE Reports Kindergarten Survey Findings in State

Results of a survey of kindergartens in the State by the North Carolina Association for Childhood Education indicate that "by and large, kindergarten personnel are inadequately trained in their field," says Dr. Richard Ray, principal of Winston-Salem's Dalton Junior High School, head of the committee of ACE which directed the study. Dr. Ray added, "There are exceptions. Many do an excellent job."

The results, released in July, were submitted as information to the State Department of Public Instruction. Dr. Ray said 169 of the 173 elementary school supervisors in the State cooperated in identifying kindergartens in their school districts. Some 550 kindergartens are estimated to be operating in the State, and exactly 500 were identified in the study. Each of the 500 received a questionnaire prepared by the ACE committee, covering class activities, number and qualifications of teachers and pupils, support and sponsorship. The kindergartens returned 332 of the questionnaires, or about 70 per cent.

About 41 per cent of the kindergartens replying are privately supported, 53 per cent are sponsored by religious organizations, and 6 per cent are sponsored by other groups, including colleges and parent-teacher associations.

The questionnaire survey is part of a study by the ACE advisory council on kindergartens to be completed early in 1963. The council is composed of persons who have long experience in support or operation of kindergartens in the State, including some local public school personnel. The council proposes to recommend to the 1963 session of the State legislature a bill to improve kindergarten structure in the State. It is also studying the possibilities of starting a public school kindergarten pilot program with State matching funds for counties and cities that start them, Dr. Ray said.

Raymond Rhodes Now Serves as Director of School Athletics and Activities

Effective July 1, Raymond K. Rhodes, former consultant in health and physical education, became director of school athletics and activities for the State Department of Public Instruction, under provisions of the State Board of Education.

"This new staff service," declared Superintendent Charles F. Carroll, "should enable schools throughout the State to coordinate all learning experiences more effectively. It is hoped that administrative units will request Mr. Rhodes' services as continuing plans are made for improving athletics and other school activities."

In anticipation of creating this new position, the State Board of Education issued a policy statement concerning the "protection of school time for a quality curriculum." In this statement special reference was made to school activities: "During the regular school day and year, activities conducted should be those that can make the greatest contribution to the educational objectives of the school. They should enforce and extend the

educational experiences provided in the subjects taught." Moreover, the policy statement emphasizes the proper balance of subjects and activities.

In Mr. Rhodes' new position of coordinating and supervising school activities, both extra-curricular and subject-related, every effort will be made to assist schools in planning total educational programs, which will include athletics and other activities of such quantity and quality that the education of all North Carolina youth will be improved.

Creation of this new service made it necessary to change the title and personnel of the State Advisory Committee on Athletics to the State Advisory Committee on Athletics and Activities. Membership of the new committee will be completed in the near future.

"With the continued cooperation of school personnel, this new service promises to bring additional strength and quality to the over-all educational program throughout the State," declared Superintendent Carroll.

Robert Aldous Returns To Utah As Administrator

Robert Aldous, who joined the Merit Rating Study as associate director, November 1, 1961, returned to his native state of Utah last month to become assistant superintendent of schools in Weber County.

Prior to assuming his duties in North Carolina, Aldous was director of the merit study program in the Weber County School District for two and a half years. Before this, he had been an elementary principal in Utah for three years and a junior high school teacher for five years.

"In helping the Merit Rating Study get under way in an effective manner, Aldous has done much to assist each of the three experimenting centers—Gastonia, Rowan County, Martin County—move forward in their foundation work," declared Dr. Brank Proffitt, director of the Study.

Aldous, whose resignation became mandatory because of his wife's health, assumed his new duties October 1.

Army Asks For Teachers In Europe and Far East

The Department of the Army is recruiting teachers for Army-operated schools in Korea, Japan, Okinawa, Germany and France for the 1963-64 school year. Requirements are a bachelor's degree, teacher training, and two years teaching experience. Most vacancies are for primary teachers. Other openings are for teachers of remedial reading in elementary grades, school librarians, guidance counselors, and teachers of Romance languages in high school. High school teachers who qualify in two major fields are invited. A few administrative openings are expected, the Army reports. Starting salary for teachers is \$4,435 for the school year, with quarters and transportation overseas furnished. The tour of duty is one year.

Inquiries may be sent to Board of U. S. Civil Service Examiners, Fort Bragg, North Carolina.

Two Algebra Textbooks in Math Series Co-authored by Annie John Williams

Annie John Williams, former consultant in mathematics for the State Department of Public Instruction, and currently teaching in the Durham High School, is co-author of two algebra textbooks which have recently been released by Laidlaw Brothers, Publishers.

The books, which carry a 1963 copyright date, and are entitled *Algebra, First Course* and *Algebra, Second Course* were co-authored by Kenneth E. Brown, specialist in mathematics, U. S. Office of Education, and Gaylord C. Montgomery, chairman, mathematics department, John Burroughs School, St. Louis.

A large portion of the text for *Algebra, First Course* was done by Miss Williams, who also assisted with volume two. A manual-test-answer book for each volume is now in preparation and will be available soon, according to the

publishers.

One of the features of the series, according to each preface, is the fact that "wherever practical each lesson begins with a concrete meaningful problem." This is followed by a presentation of the skills and concepts necessary to solve the problem. "In the developmental exercises the student is encouraged to analyze the conditions stated, to reflect on previously learned concepts, to discover new concepts, and to employ mathematical reasoning. Each lesson is concluded with a set of exercises carefully selected to reinforce the student's understanding of the principles just developed."

Congratulations to Miss Williams for her creative efforts in co-authoring another series of algebra books. This type of productivity is excellent for teachers as well as for pupils.

Dropouts From Schools and Colleges of State Are Analyzed In College Issue of Magazine

"Dropouts: Challenge to Education—Employment Predicament," is the heading of an article by Dr. James E. Hillman, Advisor in Teacher Education, Division of Professional Services, State Department of Public Instruction. This article appears in the North Carolina Employment Security Commission Magazine, "The ESC Quarterly," Volume 20, Numbers 1 and 2 combined.

This issue of "The ESC Quarterly" is devoted to the employment significance of education in the high schools and beyond. Its articles describe the Industrial Education Centers and the colleges in the State; efforts to reduce school and college dropouts; results of a Commission survey of training required beyond high school but of less than bachelor's degree level for the growing fields of technician employment in industries of North Carolina; and recruitment and referral efforts of the commission for in-State and interstate employment.

Dr. Hillman's article says, "The question we should ask ourselves is whether we are practicing our philosophy of universal education which recognizes the place and importance of the individual." He cites surveys that show: "In 1960-61, unemployment of youth who had not graduated from high school was three times as frequent as that of the general labor force."

Dropout problems do not stop with high school, Dr. Hillman points out. "Through a panel, the North Carolina College Conference made a study of dropouts under the heading of 'Freshman Mortality' for the academic years 1955 through 1960. The study dealt only with freshmen students. Thirty-two senior colleges and 14 junior colleges participated in some aspects of the study. Senior colleges reported a freshman enrollment of 7,455 men and women. Dropouts averaged 23 per cent. . . . Junior colleges reported an enrollment of 3,319 men and women. Again, dropouts averaged 23 per cent."

Academic failure is given as the

main reason for these college dropouts: "70.6 per cent of the 657 senior college freshmen men dropouts in 1959-60 were failing one or more subjects. Three-hundred and ninety-seven freshmen women dropouts were also recorded, and where the academic records were known, 49.1 per cent of the number were failing one or more subjects. Junior colleges reported 557 freshmen men and women dropouts in 1959-60. Of the men students, 53.1 per cent were failing one or more subjects, and 37.7 per cent of the women were failing one or more subjects."

Academic failure accounts for 48.4 per cent of men and 25.3 per cent of women dropouts in the first year of the senior colleges, and 33.1 per cent of men and 23.6 of women freshman dropouts from junior colleges. Other comparisons of men and women dropouts from the first year at senior colleges were: reasons unknown, 20.7 and 29.1 per cent; physical and mental health, 3.6 and 4.0 per cent; financial 1.6 and 0.7 per cent. Junior colleges reported that lack of scholastic aptitude as revealed by standardized tests accounted for only 4.1 per cent of men and 6.5 per cent of women freshman dropouts; lack of interest was credited 3.3 and 4.0 per cent for men and women respectively.

"Freshman withdrawals from North Carolina public senior colleges in 1960-61 was almost 31 per cent of the total freshman enrollment. Dropouts ranged from a low 18 per cent to a high 48 per cent.

College Followup of Dropouts

"In public senior colleges, with an undergraduate enrollment of 11,194 students, there were 3,094 withdrawals for reasons unknown to the colleges. Does this have significance in terms of the institutions' concern for the individual?" Dr. Hillman asks.

"What is the significance of these statistics? . . . They imply that education, at all levels, is not fully discharging its responsibility. To do this, educators will require greater positive concern and more

Tar Heel John E. Ivey Is Michigan State Dean

A native of North Carolina, John E. Ivey, is the new dean of the College of Education at Michigan State University, East Lansing, the Michigan Education Journal reported on September 1. He received his bachelor's degree from Alabama Polytechnic Institute, Auburn, doctor of philosophy from the University of North Carolina, and honorary doctor of laws from the University of Chattanooga.

Dr. Ivey joined the staff at Michigan State University two years ago. Earlier he was executive vice-president of New York University, and head of the Learning Resources Institute in New York City. He plans to continue as chief executive of the Midwest Program on Airborne Television Instruction which he has headed since the fall of 1959.

active concern for the individual student. This concern must be evidenced through:

"1. A followup by public schools on students under 18 years old who drop out before high school graduation.

"2. A followup by public schools for one year on high school graduates.

"3. A followup by colleges for one year on all students, dropouts, graduates, and withdrawals. There is no known evidence that college officials are doing this at present.

"4. A reduction of academic failures in college. The old saying, 'You can lead a horse to water, but you can't make him drink' is not a safe criterion to be employed in determining academic failure. Something could be wrong with the water, and there are more ways than one to make a horse drink. . . ."

Dr. Hillman is former Dean of Education at Appalachian State Teachers College. He has been Associate Director of the N. C. State Board of Higher Education, and head of the division responsible for evaluation of teacher education credentials and certification in the State Department of Public Instruction.

Accreditation Standards to be Available For Use in N. C. Schools in Early Fall

Accreditation standards for use in elementary, junior high, and senior high schools are now in the final stages of editing and should be available for use during the month of October, according to Nile Hunt, director of the division of instructional services. Bulletins are being duplicated in quantities sufficient to satisfy the widespread demand which is expected.

"The decision to mimeograph these three bulletins is prompted by the desire of the Department of Public Instruction to encourage suggestions from teachers, principals, and others for improving the publication at a later date," declared Hunt.

Content for each bulletin relating to accreditation standards will be organized in a similar manner under five major headings: organization and administration; curriculum and instruction; personnel; instructional materials, equipment and supplies; and buildings and environment. In addition to these major sections in each bulletin, other sections will also appear: a preface, a statement of philosophy pertaining to each school, suggestions for self-evaluation and State accreditation, plus pertinent appendices.

The five major subheads will be

treated in a manner similar to the format of the **Evaluative Criteria**. Guiding principles, for example, in the area of organization and administration will be stated in terms of what should exist in terms of a good school. **Minimum standards** will be listed in the present tense and will include that which does exist in any particular local situation. "Each section has been prepared in this manner," declared Hunt, "with the idea of comparing that which is with that which should be, thereby hoping to suggest specific approaches to improvement."

Emphasis throughout the bulletins is on cooperative self-study.

"Standards to be included in these publications have been developed by the professional staff of the State Department of Public Instruction in cooperation with representatives from all areas of public school education. They will be used on a tentative basis for one year, 1962-63, after which they will be revised and become effective in 1963-64," Hunt explained. "When new and revised standards become effective, a reasonable amount of time will be allowed for schools, accredited under the present standards, to meet new requirements."

Dr. J. L. Pierce Elected Vice President Interstate School Building Services

Dr. J. L. Pierce, director of the division of school planning in the Department of Public Instruction, was elected to the vice presidency of the Interstate Council of School Building Services late in the summer at its meeting at George Peabody College in Nashville. Pierce will automatically succeed to the presidency the following year.

The Interstate School Building Service is an organization which has two basic purposes: to promote the development and maintenance of adequate and desirable programs of State school plant administration; and, secondly, to provide means for the exchange of ideas, plans, and experiences by the

Who Drops Out

A statewide study of dropouts by the Illinois Office of Public Instruction reveals:

- Approximately 54 per cent of the students who took more than eight years to finish elementary school became high school dropouts.

- Only 2 per cent of the students who took college preparatory courses became dropouts, while 38 per cent of those who studied general curriculum left high school before graduating.

- About 60 per cent of the students who were absent more than 25 days out of the normal 185-day school year became dropouts.

- Over 30 per cent of the dropouts occurred before the end of the freshman year; another 30 per cent occurred during the sophomore year.

- High school graduates held more part-time jobs than dropouts held.

- Dropouts had access to family cars more frequently and owned more cars than did those who graduated.

- Students who finished high school engaged in more extracurricular activities than did dropouts.

- A large percentage of dropouts came from broken homes.

High School Book Fee Is \$6

The current fee for rental of textbooks in public high schools (grades 9 through 12) throughout North Carolina is \$6.00 as set by the State Board of Education. The former fee was \$4.50 per pupil.

The costs of textbooks increased rapidly over the past several years. Many textbooks had to be changed to include new developments, particularly in mathematics and science. Most of the public high schools in North Carolina are on the rental program. Money paid in by pupils is deposited to the high school textbook account of the Division of Textbooks. Each member school may purchase books up to the amount of funds it has on deposit.

school plant specialists who are members of this organization.

Membership in this organization is limited to personnel from the U. S. Office of Education and State Departments of Education which includes members from the following seventeen Southeastern states: Alabama, Arkansas, Florida, Georgia, Kansas, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

Congratulations to Dr. Pierce for the honor and responsibility which this election symbolizes. Congratulations, too, for the leadership at State level which has resulted in this regional recognition.

School Prayer Policy In State Is Still 'No Official Requirement or Prohibition'

When asked by newspaper reporters about the effects in North Carolina of the recent U. S. Supreme Court decision banning in New York State a state-required prayer in the public schools of that state, the North Carolina State Superintendent of Public Instruction, Dr. Charles F. Carroll, replied that he knew of none. He said prayers and other devotional exercises in the schools of North Carolina are the result of "custom and tradition and not of rule, regulation, or directive." He explained that to his knowledge, State officials have never taken any action, either to require or to forbid devotional activities in the schools.

In answering reporters' questions, Dr. Carroll said any requirement by county or city boards of education or other school or government officials for religious exercises in public schools would violate the Supreme Court decision, in his understanding. "It was that very issue that brought the Supreme Court decision," regarding the prayer prescribed by New York State school authorities for daily recitation.

Last March, the State Department of Public Instruction reissued, through its Division of Instructional Services, a related policy statement titled "Teaching of Bible in North Carolina Public Schools," which included an opinion by the Attorney General of North Carolina, dated July 18, 1941, as the most recent ruling and the one that still expresses the State position. The Attorney General's opinion statement reads in part: "The North Carolina statute does not contain any provisions dealing with the reading of the Bible or teaching thereof in the common schools of the State. . . . From a practical standpoint, due to the great variety of religious beliefs and sects in this State, it seems to me that it would be very difficult to prescribe a curriculum which includes a course in the study of the Bible, to select one which would not in

some instances infringe upon the inalienable rights to worship Almighty God accordig to one's own dictates, or interfere in some manner, however small, with the rights of one's conscience in this regard."

The accompanying policy statement from the Department of Public Instruction explained, "The teaching of Bible is not sponsored or promoted by the State Department of Public Instruction. . . . Credit may be allowed as an elective unit toward graduation if the person teaching the course is certificated by the Division of Professional Services. As a rule the establishment of courses in the teaching of Bible is sponsored by the local council of churches. In many instances this organization nominates the teacher but the teacher is elected by the local school board and becomes a regular member of the faculty. Usually the full salary of the teacher of Bible is paid by the local sponsoring agency." The Attorney General's statement comments there is no statute "which would have the effect of prohibiting the using of public money to defray the expense involved in teaching such a course." County and city boards of education may make decisions on such expenditures, but typically they budget funds for purposes they deem essential for the regular school curriculum. On the other hand, churches may choose to provide a budget for teachers of Bible as an elective course, through arrangement with and approval by a county or city board of education. The teaching of Bible is not sponsored or promoted by the State Department of Public Instruction. The organization of teachers of Bible has developed a suggested course of study.

In summary, consistent with the customs and legal requirements of the State of North Carolina, no official prayer or devotional activity may be prescribed for observance in schools by governmental or school authorities at any level.

Education Week Materials

The National Education Association invites inquiries from teachers for its booklets, leaflets, and school plays that are prepared for various age groups from elementary school through high school, in observance of American Education Week, November 11 through 17, 1962. Prices range from \$1 per copy for plays to 35 copies of leaflets for \$1. Some of the materials are aimed to help pupils and parents understand better the operations and services of schools, school-community relations, and planning for careers or further education beyond high school.

The general theme for this year's Education Week is "Education Meets the Challenge of Change." Inquiries for descriptions and price list of materials to be used in schools and communities should be addressed to American Education Week, NEA, 1201 Sixteenth Street, North West, Washington 6, D. C.

29 Department Members Moved to Blount Street

Twenty-one professional staff members and eight secretarial personnel of the Division of Instructional Services were transferred from the Education Building on Capitol Square to a renovated residence on Blount Street early in August. These twenty-nine people were previously working in overcrowded offices and corridors on the third and fourth floor of the Education Building.

Personnel involved in this particular transfer included all those connected with music education, 5; exceptional children, 8; driver and safety education, 7; audio-visual, 3; exceptionally talented, 3; guidance and testing, 3.

Other members of the Department of Public Instruction are housed in other locations within the City, though the Education Building was designed primarily to house personnel in the central education offices.

The Attorney General Rules . . .

Annexation of District

In reply to your recent inquiry: The Honorable Charles F. Carroll, State Superintendent of Public Instruction, has submitted to me your letter of July 5, 1962, along with Petition from Number Three School District, the purpose of which is to obtain an election upon the question of annexation of the _____ City Administrative Unit of Number Three School District. You specifically direct my attention to Paragraph 3, appearing on p. 1 of the Petition, and subsections (a), (b), (c) and (d) of Paragraph 3, appearing on p. 2 of the Petition, and you ask for the comments of this office upon these conditions.

I cannot agree as a matter of law with the conditions set forth in this Petition. The principle of annexation is all right, and the plan of submitting the special or supplementary tax at a rate equal to the supplementary rate levied by the _____ City Unit is also correct, but, as I see the matter, there is no authority for discriminating or making a difference in the supplement to teachers nor is there any legal authority that I know of which authorizes an increase in board members, or, if not an increase in board members, a designation of the territory from which board members shall be derived by the simple means or authorization of referendum. If you want an increase in board members or if not an increase in board members a designation of territory as to the residence of board members, you will have to do this by special act.

The Constitution provides for a general and uniform system of public schools (Article IX, Sec. 2 of the North Carolina Constitution), and this means schools of a like kind throughout all sections of the State and available to all of the school population (Board v. County Commissioners, 174 N. C. 469).

I do not understand that G. S. 115-49 permits a blanket discrimination or distinction in salaries of

teachers according to grades. It does mean that a distinction in casual and individual cases can be made because of superior training or experience of certain specialized types of teachers under extraordinary circumstances. Whenever in one set of teachers, or in any individual cases, distinctions or discriminations are made these distinctions have to be supported by evidence and findings of fact which become a part of the minutes of the board.

I am of the opinion that the conditions in the Petition render it totally unacceptable as a matter of law. Attorney General, July 9, 1962.

District Boards

In reply to your recent request: You say the _____ District has already voted the district bonds, and I assume this was done under the so-called "_____ County Act of 1935."

You apparently now want to vote district bonds in the rural areas of the County as one large district. Here again I assume this would exclude _____.

You have found that there is still outstanding \$8,000 of _____ School District bonds issued in 1945.

Apparently the County has assumed the payment of all district bonded indebtedness, and it is my understanding that under Article 12 of Chapter 115 of the General Statutes if the county assumes any of the indebtedness it must assume it all.

I do not know the condition of the County records or what the County Commissioners have done, but I do know you had better follow the recommendation of the bond attorneys in New York and get rid of these outstanding bonds. I do not think you can call an election on the basis that the new district would assume the indebtedness of the _____ School District. Attorney General, January 18, 1962.

Purchase and Contract; Purchase of Mobile or Demountable Public School Classrooms

In answer to your recent inquiry: You state that there has been considerable interest on the part of local school administrative units in the use of portable or demountable classroom facilities. The trailer units usually remain on wheels, and the demountable units are usually erected or set upon a foundation furnished by the owner.

It has been your practice to purchase various types of trailers required by State Departments and to contract for the erection of prefabricated buildings but not buildings for school classroom purposes.

You would like to know if your Division is required by law to handle either or both of the above types of requirements.

As to the demountable units which are placed upon a foundation furnished by the owner, and which, I am informed, are equipped with electrical appliances and other facilities, and in some cases some elements of prefabrication, I am of the opinion that these are governed by G. S. 143-128, and in this respect the Public Buildings Contracts Act should be complied with the usual requirements as to advertising and bids. Furthermore, it would appear that these demountable units would also be governed by G. S. 115-130 and that these units would be installed under plans approved by the State Superintendent as to structural and functional soundness, safety and sanitation.

As to the purchase of purely mobile units, or trailer units which usually remain on wheels, I am of the opinion that your Department would handle these purchases on State contracts and that the governing authorities of the various administrative units would be required to make such purchases on State contracts established by your Division and as required by G. S. 115-52. Attorney General, July 2, 1962.

LOOKING BACK

In previous numbers of the
North Carolino Public School Bulletin

October 1957

John Warren Sherman joined the Division of School Planning of the State Department of Public Instruction late in August, replacing Floyd Barnes, who resigned to accept an advertising and promotional assignment with the Portland Cement Company.

William H. Wagoner, native of Washington, N. C., has been selected by the Board of Directors of the N. C. State School Boards Association as Associate Secretary as of July 1, 1957.

October 1952

Wilson city schools recently completed a film depicting a cross-sectional view of their progress in secondary education.

Membership in the North Carolina Congress of Parents and Teachers reached a total of 237,998 in 1951-52, an increase of 10 per cent over the preceding year, according to a recent announcement.

October 1947

A total of \$51,921,776.15 was expended during 1946-47 from State funds for the operation of the nine months school term, according to the audit report prepared by C. D. Douglas, Director of Auditing and Accounting, State Board of Education.

Wilmington College, the first college in the State supported by a specific tax levy, opened on September 8 in the New Hanover High School building.

October 1942

Effective October 5, 1942, the school children of America are to begin a drive to collect all kinds of scrap for use during the present emergency.

October 1937

According to the Report of the State Director of Recreation of the Works Progress Administration, a total of 349,880 children and 65,630 adults were in attendance at the activity programs sponsored during the month of September.

Commissioner McMurrin Resigns, Returns To Utah

Resignation of U. S. Commissioner of Education Sterling M. McMurrin after more than a year and half in office was the subject of news reports and speculation in recent issues of education journals having national circulation. He returned to the staff of the University of Utah.

McMurrin had said that the commissioner's office should become a separate department of cabinet rank, as reported in the September issue of "School Boards," the monthly newsletter of the National School Boards Association. The publication commented on the coolness of Congress toward bills that would have increased the responsibility of his office. At its 1962 convention the national school board organization passed a resolution opposing extension of programs of the Office of Education which would adversely affect the authority of local school boards.

Teachers May Nominate Principal of the Year

Croft Education Services, publishers, requests nominations from teachers for its principal-of-the-year awards. The sponsor says "a panel of leading educators will select the principals who have displayed the most outstanding qualities of school and community leadership."

The judges will name an elementary and a secondary school principal of the year and will select several winners of leadership and special citation awards, to be announced early in 1963.

The nominating statement should be from a teacher or teachers in the school that the nominee heads, should contain between 500 and 1,000 words, and be postmarked no later than December 1, 1962, addressed to Principal of the Year, 100 Garfield Avenue, New London, Connecticut. Rules may be obtained from the same address. Forty-nine principals have received awards of scrolls in the four years of the contests beginning in 1959.

MAKING TODAY'S NEWS

New Hanover. The New Hanover County Board of Commissioners has voted to sell \$1.4 million in school bonds instead of the \$1 million requested by the County Board of Education. *News and Observer*, Sept. 7.

Durham. A total of 42 Negro pupils are enrolled this year in predominantly white schools in the city, it was disclosed Wednesday night by the City Board of Education. *Durham Herald*, Sept. 6.

Bertie. Bid opening date for construction of two new high schools in Bertie County has been tentatively set as October 9, 10, or 11. *Hertford County Herald*, Sept. 6.

Charlotte-Mecklenburg. Classes began this week for 853 students at the Central Industrial Education Center here. *Charlotte News*, Sept. 7.

Lenoir. Governor Terry Sanford will appear in Caldwell County on Monday, Sept. 24, to speak at educational rallies at four schools. *Hickory Daily Record*, Sept. 12.

Cleveland. Over 100 white pupils living in the No. 3 school district are presently attending schools in the Shelby district, and supporters of the proposed merger want all No. 3 students to receive advantages of Shelby's broader program. *Shelby Daily Star*, Sept. 12.

Stokes. Stokes County voters approved today a proposal to issue \$2 million in bonds for consolidating the county's eight high schools into two new schools. *Greensboro Daily News*, Sept. 16.

Pamlico. Members of the Pamlico Board of Commissioners at their September meeting passed a resolution that was an order authorizing \$500,000 in school building bonds. *The Sun-Journal*, Sept. 12.

Wake. The Wake County School Board Monday considered five sites in the Robertson's Pond area for the new comprehensive high school for eastern Wake County. *Raleigh Times*, Sept. 18.



Special Education Conference Will Attract Thousand, November 29-December 1, Durham

North Carolina's 14th Annual Special Education Conference will be held in Durham, November 29, 30, and December 1, with headquarters at the Jack Tar Hotel. About a thousand persons are expected, including special education teachers, regular teachers, supervisors, principals, superintendents, college staff members, psychologists, physicians, social workers, and interested parents. The three-day session will consist of lectures, demonstrations, workshop discussions, with nationally recognized leaders in education for exceptional children. Visits will be made to special education classes in Durham city and Durham county schools and to Murdock School, a State institution for retarded children at Butner.

Conference theme is "Resources for Program Development." The conference is sponsored by the State Department of Public Instruction with cooperation of the North Carolina Council for Exceptional Children, North Carolina Speech and Hearing Association, North Carolina Association for Retarded Children, and as hosts the Durham county and Durham city schools. Registration will be open all day Thursday, November 29, at the Jack Tar Hotel. Visits to special education classes will be from 9 a.m. to noon Thursday. The general session will start at 2 p.m. in the hotel ballroom.

Features include an address Friday morning by Dr. Samuel A. Kirk, Director of Research Institute for Exceptional Children, University of Illinois. Dr. Kirk is the author of many publications on education of retarded children which have been used during the life of the program for exceptional children in North Carolina public schools. His topic is "Learning Disabilities in Children." Dr. Charles F. Carroll, North Carolina State Superintendent of Public Instruction, will speak on "Education for Exceptional Children in North Carolina—A Review of

Attainments and a Look to the Future." Dr. G. Paul Moore, Chairman of the Department of Speech, University of Florida, Gainesville, will address the conference on "Public School Speech Correction Programs."

Others on Program

Dr. Paul J. Rust, Associate Professor of Psychology, N. C. State College, "Teaching Reading to Mentally Retarded Children". Discussants will be teachers Mrs. Ruth Laney of Winston-Salem and Mrs. Ernestine Starnes of Raleigh.

Dr. Eugene Burnette, consultant, State Department of Public Instruction, will lead a symposium on "Language Development for Mentally Retarded Children," with participants Mrs. Pearle R. Ramos, consultant in speech and hearing, SDPI; Girvin E. Kirk, regional consultant, SDPI; and Mrs. Helen Gay, speech therapist in Raleigh city schools.

A symposium of school speech therapists will be lead by Esther Seay of Macon county with Mrs. Carolyn Taylor of Durham county, Miss Lessie Smith of Mt. Airy, Mrs. Ethlynn Thomas of Durham city, and Mrs. Frances G. Williams of Goldsboro. A symposium on "Resources for Curriculum Planning for Trainable Children" will be led by Frederick M. McCutchen, consultant, SDPI, with Allen R. Cohen, consulting psychologist, SDPI, H. Jay Hickes, director of special education in Charlotte-Mecklenburg schools, T. O. Page, assistant superintendent of New Hanover county schools, and Dr. Mary Ellen Nelson, director of the Gaston County Center for Retarded Children. Consultants Eugene Burnette and Paul A. Peeples, SDPI, will lead a symposium on "Resources for Curriculum Planning for Educable Children," accompanied by teacher Mrs. Bettye Carpenter of Shelby and principal William George of Fayetteville.

Consultants and numerous teachers will participate in demon-

Academic Program Featured In Movie of N. C. School

In a special project designed to assist parents in understanding and appreciating the academic program of the school, staff members of the Lee Woodard School at Black Creek in Wilson County last spring prepared a color movie of sixty minutes' duration. Approximately forty minutes is devoted to the elementary program and about twenty minutes to the high school program, according to Rufus S. Swain, principal. "The film has been premiered with unusual interest and enthusiasm being shown for its content and technical acceptance," declared Swain.

"The movie depicts the academic program of the school in all its phases and correlations, with special emphasis on classroom learning," Swain emphasized. "The film allows the teacher to tell her story, and reveals how the activities in each individual classroom are correlated in the school's complete program."

Teachers worked in committees at different grade levels, planning the scenes to be taken and writing the narration to accompany it, Swain explained. "Scenes were shot as much as possible when the planned activities arose in normal classroom procedure, in order to hold interruption of work to a minimum."

Parents and school board members indicated "much greater insight into the complexities of the school program," Swain declared. The film also has been used for class discussions at Atlantic Christian College.

strations of materials and techniques used in teaching educable and trainable children. As a part of the conference, the North Carolina Council for Exceptional Children will meet at 4:30 p.m. Friday, November 30, in the hotel ballroom. The conference is to adjourn at 1 p.m. Saturday, December 1.

Superintendent Carroll Says . . .

(Excerpts from an address made at a meeting of secondary teachers and principals of Greenville County Schools, Greenville, South Carolina, August 24, 1962.)

Permeating all educational thought and practice today is constant demand among both professional and lay persons for so-called Quality Education. What is quality education? We have had quality education since the beginning of education. Every experienced teacher assembled here today has contributed in some manner at some time or other to quality education. What is your definition of the term? Mine is this:

"Quality education" is that education which affords every child the kind of instruction most commensurate with his abilities and interests and most compatible with his personal needs and the needs of society.

The term "quality education" acquires meaning only when it is defined in terms of what happens to an individual child; it becomes vague and intangible when it is defined in terms of what happens to the masses.

This personalized and individualized concept of education is not new. Until 1848 every school in this country was on an ungraded basis and all instruction was personalized and individualized. In 1848 Quincy Grammar School in Boston became the first graded school. Children were grouped and moved as a unit or mass. Administrative convenience was a natural accompaniment to the graded school. Organization and systemization led to heavy pupil mortality in the form of nonpromotion, overage, and elimination from school. The pendulum had swung from no system to nothing but system. Some educators began to recognize the defects of the graded plan with its annual promotions. Out of this recognition came several plans of school organization including the St. Louis, Puebla, Cambridge, Dalton, and Winnetka Plans. Each of these plans, of course, was designed to restore some of the personalized instruction that had been sacrificed in the changeover from the ungraded to the graded system.

Today, we are looking again for ways and means of preserving the child as an individual. The pendulum is swinging back to ungraded instruction as witnessed by so many ungraded primary programs. In citing this historical sequence, it is not to be inferred, of course, that we should abandon the graded public school system; instead, it is suggested that organizational and administrative structure must always yield to the best possible teaching condition. The teaching teacher and the learning child must always have the right-of-way in our school system. The heart of quality education is good instruction, and good instruction is the recognition of each child as an individual worth teaching and the assumption by each teacher of the responsibility for discovering his potentialities and stimulating their development.

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CHARLES F. CARROLL

State Supt. of Public Instruction

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EDITORIAL BOARD

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November, 1962

A wise man is strong; yea, a man of knowledge increaseth strength.—Proverbs XXIV:5

The foundation of every state is the education of its youth.—Dionigenes

The roots of education are bitter, but the fruit sweet.—Aristotle

Education is an ornament in prosperity, and a refuge in adversity.—Aristotle

Knowledge is power.—Francis Bacon

'Tis education forms the common mind; just as the twig is bent the tree's inclined.—Pope

I think . . . that nothing is of more importance for the public weal, than to form and train up youth in wisdom and virtue.—Franklin

Knowledge is in every country the surest basis of public happiness.—Washington

By far the most important bill in our whole code is that for the diffusion of knowledge among the people.—Jefferson

The common school is the greatest discovery ever made by man.—Horace Mann

The chief wonder of education is that it does not ruin everyone concerned in it, teachers and taught.—Henry Adams

There is nothing so stupid as an educated man, if you get off the thing he was educated in.—Will Rogers

The aim of education is growth; the aim of growth is more growth.—John Dewey

There are no freedoms that do not require commensurate responsibilities. The capacity of the individual to assume responsibility determines the amount of freedom he may have.—Dr. N. E. Fitzgerald

Many Approaches Toward Drop-out Problem

Problems in relation to drop-outs are plaguing the entire Nation. In 1960, North Carolina graduated 498 of each 1000 who entered school twelve years earlier; whereas, the average for the Nation was 604, a difference of 10.6 per cent. Twelve years ago, in 1948, North Carolina was 17.9 per cent below the national average. Though there has been consistent improvement in North Carolina in the number of those remaining in school until graduation, the problem of drop-outs remains a persistent and perplexing situation.

It is not enough for the school and the local community to be aware of the problem; it is not enough to determine the extent of the problem; nor is it enough to identify the real reasons why pupils leave school before graduation. These objectives have been accomplished over and over again in countless communities.

Programs of action based upon the facts unearthed by each individual school must be planned in careful detail; and these planned programs, once they are in operation, must be evaluated and revised as often as necessary in terms of helping as many young people as feasible remain in school.

Programs of action, of necessity, should vary from community to community. In one locality the program of studies may need to be more varied and more flexible; in another situation expectations should more nearly harmonize with pupils' abilities; and in another, facilities may need to be improved. In some communities additional effort should be made to eliminate financial obstacles, such as fees, extravagant social affairs, and expensive extra-curricular activities. In another community, the understanding of youth on the part of teachers, counselors, and administrators would help to improve the situation. And everywhere it would be helpful if the attitude of the entire community was one which encouraged and supported the school in its efforts to educate all the youth. A feeling that education is important must permeate the entire community.

Drop-outs will decrease materially only when all agencies within a local community, along with parents and the school, see to it that educational programs are provided which have meaning for each individual. Awareness of the problem and its scope, identification of potential drop-outs, planned programs for retaining youth in school—all of these steps are futile unless there is genuine commitment on the part of the entire community that its youth must be educated in terms of their needs, their interests, their abilities, and in terms of a rapidly changing society.

People who are courageous, enthusiastic, and committed; programs which are realistic, varied, and flexible; plus persistence of the highest caliber constitute the formula whereby drop-outs become the stay-ins.

When Pride Is A Virtue

Every school administrative unit has some feature of which it can be justifiably proud. These are the features which give quality, character, and positive force to education throughout North Carolina.

One community, after careful curriculum study and revision, now has a program of studies which parallels the interests and needs of all its pupils. Another community can point to a public relations program unsurpassed in the State; while still another community has developed a guidance program which is currently paying rich dividends.

Whether in the area of administration, supervision, curriculum scheduling, co-curricular activities, in-service growth—whatever area—each administrative unit, indeed each school in North Carolina, is moving ahead in some particular fashion which is commendable.

If concentrated effort could be placed on these positive features in every community in North Carolina; if parents, pupils, and lay citizens could be aware of what good there is in their schools, the

task of strengthening the schools of the State would be well under way. Progress is built not only on faith and a vision of what is needed, but on confidence that already worthy achievements are being made.

A program of accentuating the positive which is now going on in the public schools should be consciously planned to include all school personnel, all pupils, all members of the school board, all county commissioners, all mass media personnel, and as many other citizens as can be persuaded to recognize what worthwhile things are now being accomplished.

Any community approaching school improvement in this manner would never be tempted to rest on its laurels. Rather, it would be working in an atmosphere conducive to further progress and additional pride.

What Are Frills For?

Encouragement and warning for school leaders were found in the successful outcome of the bond referendum for \$11.5 million to Wake County and Raleigh City Schools, held October 2. The daily newspaper, *Raleigh Times*, on its editorial page commented, "The prime encouragement comes from the fact that the bonds were approved in a record-sized vote and by a margin of almost 4,000 votes. More than 17,000 persons voted, which is better by 2,000 than the previous high vote total" in any bond election in the county. But the *Times* warned, "The fact that almost 7,000 persons voted against the school bonds means that there must be a serious study of their objections."

"Many people raised the question of fees paid architects for designing and supervising construction of our schools," the *Times* continued. "School authorities defend such fees, but more careful and detailed statements on such costs would be much in order in all school construction from now on. Along that same line, many people said they felt there are too many 'frills' in some school construction, particularly in

(Continued on page 4)

Average Teacher's Salary From State Funds Was \$4,822.85 in 1961-62 School Year

In the twelve months ending June 30, 1962, the State Nine Months School Fund paid salaries of 36,286 classroom teachers in public elementary and secondary schools of North Carolina totalling \$175,001,856.03. Average State-paid salary for teachers was \$4,822.85. The average for 25,903 white teachers was \$4,782.55, and for 10,383 Negro teachers it was \$4,923.38. These data are from the Report on Audit, State Nine Months School Fund, Term of 1961-62, for State of North Carolina, Year Ending June 30, 1962," from A. C. Davis, Controller, N. C. State Board of Education, dated September 28, 1962.

Excluded are salaries not paid from the Nine Months School Fund, and portions of salaries paid by local supplements. Salaries not paid from the Fund include those of vocational teachers in the schools and in industrial education centers, and those of any teachers hired entirely from local funds in some city or county school administrative units, among others.

40,264 Total Teachers

Another report from the same office, prepared July 19, 1962, showed the total teaching, supervising, and administering personnel employed in the public schools of North Carolina and paid from all sources numbered 44,074 persons. The breakdown of these data showed 40,264 classroom teachers in elementary and secondary schools (29,009 white and 11,255 Negro teachers); 1,853 classified

principals (1,359 white and 494 Negro); 1,603 supervisors (1,215 white and 388 Negro); 1,603 vocational teachers including those in industrial education centers (1,215 white and 388 Negro), and 33 directors, assistant and associate directors in industrial education centers. Excluded from that report were clerical, housekeeping, and other auxiliary personnel.

Other Salaries

As shown in the Report on Audit for the year ending June 30, 1962, the State Nine Months School Fund paid salaries of 1,854 classified principals totalling \$13,816,638.29. Average State-paid salary for 1,359 white principals was \$7,402.39, and average for 495 Negro principals was \$7,589.48. The State salaries for 267 supervisors totalled \$1,764,727.32. Average State-paid salary for 217 white supervisors was \$6,563.79, and average for 50 Negro supervisors was \$6,807.69. The State salaries for the 173 superintendents in the public schools of North Carolina totalled \$1,860,150.14, for an average of \$11,151.11. The 42 assistant superintendents in North Carolina public school administrative units for the 1961-62 school year through June 30, 1962, totalled \$342,272.96, for an average of \$8,149.36 in State salary.

The State Nine Months School Fund salaries were for a term of 185 days for classroom teachers, 10 months for classified principals and supervisors, and 12 months for superintendents and assistant superintendents.

The average higher pay recorded for Negro personnel is a result of higher certificate ratings and longevity as shown in the earlier report, dated July 19, 1962. That report showed from data then current that for 25,915 State-paid white teachers (12 more than determined in the later report from more complete data) only 1,829 had the top-rating longevity pay for graduate elementary or graduate secondary certificates; 10,443 had the top rating of A-12 for

State Ranks Nationally In Rehabilitation Work

North Carolina ranks fourth among the states in number of disabled persons rehabilitated to productive status by state rehabilitation agencies, compared to total population of the state, according to an annual statistical summary released by the U. S. Department of Health, Education, and Welfare, in September. These data showed 6,102 disabled North Carolinians were rehabilitated in the 12 months ending June 30. This North Carolina program is administered by the Division of Vocational Rehabilitation, State Department of Public Instruction. Charles H. Warren is director of the division.

North Carolina's gain over the preceding year, in which 5,760 handicapped persons were returned to productive status, was six per cent. The greatest number of rehabilitations in one state and the greatest percentage gain over the preceding year, are reported for Pennsylvania with 9,311 rehabilitations compared to 6,456 in 1961 for 44 per cent increase.

Leaders with North Carolina in rehabilitations as a proportion of total state population were West Virginia first with 3,710, Georgia second with 6,105, and Arkansas third with 2,500. In fifth place the data showed Delaware with 545 rehabilitations.

bachelor's degree holders with A certificates; 1,305 white teachers had B certificates, 95 had C certificates, 22 had Elementary A certificates, 10 had Elementary B certificates, and 26 had emergency non-standard certificates only. The report of July 19, 1962, showed that for 10,370 Negro teachers (13 less than listed in the later report from fuller data), 1,944 had the top-ranking G-13 rating. Also, 3,231 Negro teachers had the top longevity rating for the A certificate. Among Negro teachers only 85 had less than an A certificate in 1961-62, of which 78 were B, 4 were C, none were Elementary A or Elementary B, and only 3 were emergency non-standard certificates.

(Continued from page 3)

the city. School officials would do well to explain in detail all school plans in the future."

Many of the questions raised during the bond election campaign showed that people were not informed on schools and their needs. School leaders and school supporters should "make year-round public relations work a habit," the *Times* said, "not just at a time when a school bond issue is at stake."

Practical Nursing Classes Have Wide Range of Ages

An analysis of the practical nursing education enrollment in North Carolina by the Trade and Industrial Education Section, Division of Vocational Education, State Department of Public Instruction, shows the average age of students in the 1962 spring enrollment was 28. Age range was 17 to 53.

In the total spring enrollment of 236 persons, 174 students had high school graduate level of education, seven students had more than high school education, 12 had completed the third year, 18 the second year, six had completed the first year of high school, and the remaining 19 students had the equivalent of the first year of high school. Range of Otis Intelligence Quotient test scores at entrance was 73 to 121.

The students were enrolled in eleven of the thirteen approved schools for practical nurses in the State. These schools are affiliated with hospitals. Classes were not in session at Roanoke Rapids and Washington at the time of the survey. Locations of the students, with enrollments, were: Asheville 32, Banner Elk 12, Charlotte 36, Durham 39, Elizabeth City 17, Goldsboro 12, Greensboro 15, Laurinburg 16, Raleigh 13, Shelby 15, and Winston-Salem 29.

Successful students have the necessary background for a State license issued by the North Carolina Board of Nurse Registration and Nursing Education. Minimum age for licensing is 18. One year is required in the program. About 500 hours is in classroom instruction and 36 weeks is in hospital training and experience. Approved schools for practical nurse training have existed in North Carolina since 1948. Nearly 5,000 licensed practical nurses are employed in the State, about 70 per cent in hospitals of all kinds, nearly 20 per cent are working as private-duty nurses, about 10 per cent are in physicians' offices, and less than one per cent each are in industries and schools as nurses. About one per cent of the licensed practical nurses in North Carolina are men.

300th Anniversary of Carolina Charter Will Be Observed In State During 1963

North Carolina in 1963 will officially observe the 300th anniversary of the granting of the Carolina Charter by King Charles II of England to the Lords Proprietors on March 24, 1663. A Carolina Charter Tercentenary celebration is supported by an appropriation of \$195,000 from the 1961 General Assembly. Another \$100,000 is projected from various other sources. A charter commission of 22 members was appointed by the Governor.

The commission proposes a mobile museum that will travel to communities all over the State, art exhibitions, colonial displays, special musical compositions, a literary contest with a \$3,000 prize, compilation of the State's colonial history, reproduction of written records, and collaboration with tourist industry. The commission is seeking the issue of a commemorative postage stamp by the United States Post Office Department, and creation by Congress of a federal Carolina Tercentary Celebration Commission to add national and international participation.

The Carolina Charter of 1663 granted the territory between the 31st and 36th parallels, from the Atlantic Ocean to the Pacific Ocean, to eight proprietors headed by the Earl of Clarendon and the Duke of Albemarle. This territory had been granted in 1629 by King Charles I to Sir Robert Heath who did not succeed in planting a colony. The northern limit or 36th parallel crossed the Outer Banks at the present location of the town of Kill Devil Hills, running west through Albemarle Sound and through the present city of Durham and just outside the southern borders of Greensboro and Winston-Salem. The southern limit, or 31st parallel, was a few miles north of the present southern border of Georgia. These boundaries were extended in 1665 by a second charter issued to the eight lords proprietors. The charter of 1665 placed the northern boundary at 36 de-

grees and 30 minutes, approximating the present State line shared with Virginia, westward to Monterey Bay in northern California. It placed the southern boundary at 29 degrees latitude, south of the present city of Daytona Beach, Florida, including the Gulf Coast from north central Florida to central Texas shore, westward through Lower California near the middle of the Mexican peninsula.

In 1663 the English settlements in what is now northeastern North Carolina were extensions of earlier settlements in Virginia. The proprietors established a government over the settled area which they called Albemarle County, although this name was dropped in 1689 when the Proprietors appointed Philip Ludwell governor of "that part of our Province of Carolina that lies north and east of Cape Fear." The Proprietors immediately divided Albemarle County into precincts that were represented in the first assembly in 1665.

Historians generally describe four main periods in the early government of the area. These are: discovery and early colonization (1524-1663); proprietary rule (1663-1729); royal rule (1729-1776); and statehood (from 1776).

The role of neighboring states in the Carolina Charter Tercentenary celebration is yet to be developed.

Wayne Merger Considered

A feasibility study of merging the school administrative units of Goldsboro, Fremont, and Wayne County is under way at the request of school board members of the three units. School superintendents gathered data on present and projected enrollments, programs, staff, and facilities and expected needs, for use in a meeting on October 15 with representatives of the State Department of Public Instruction invited to assist in the study.

In-School Television Begins Sixth Year —History, Science, and Mathematics

The four classes of in-school television offered through WUNC-TV enter their sixth year, running from September 4 to the last week of May. The televised lessons are: Eighth Grade Mathematics, Ninth Grade Physical Science, American History, and World History. This will be the second year that the in-school television project has been conducted by the State Department of Public Instruction. The first four years were conducted by the North Carolina In-School Television Experiment, a joint project of the participating schools, the University of North Carolina, and the Ford Foundation.

As in past years the lessons are closely coordinated joint efforts of the studio teacher and classroom teachers. The telecast portion of each day's lesson is thirty minutes long.

The two history classes originate from the campus of the University of North Carolina in Chapel Hill. The other two classes originate from the campus of Woman's College in Greensboro.

The four studio teachers in charge of the classes are staff members of the State Department of Public Instruction, with offices on the respective campuses for their full-time work in the in-school television programs. These teachers, and the courses they lead, are: Mrs. Mary P. Gordon, starting her fifth year in the mathematics course; Paul W. Welliver, starting his second year in the science course; Iola Parker, starting her third year in the American history course; and Robert Fredrickson, starting his first year in the world history course. All are former classroom teachers in their subjects; Mr. Fredrickson taught in Greensboro city schools for the past several years.

Simultaneous live telecast is in its second year on WUTV, Channel 36, Charlotte. As many as seven commercial television stations in North Carolina and two out-of-State stations have offered one or more of the courses daily for one

or more years, during the six years of the televised instruction. In North Carolina the stations ranged from Wilmington in the east to Asheville in the west. The out-of-State stations were at Florence, South Carolina, and Bristol, Virginia-Tennessee. Broadcasts of both these stations were used in neighboring schools in North Carolina and in their own states. All the commercial stations were in areas where the direct signal of WUNC-TV was too distant for clear reception by ordinary receivers and antennas over all or a part of their broadcast area. WUNC-TV signals were relayed between stations on commercial transmitting equipment and rebroadcast on local stations simultaneous with the studio telecast.

Out-of-State students and teachers in southern Virginia, northern South Carolina, and eastern Tennessee within receiving range of WUNC-TV and the other stations were furnished lesson guide materials. Their teachers met with studio teachers in planning sessions and with the North Carolina classroom teachers who were participating.

In North Carolina, participation in 1961-62 numbered for the four courses, with approximate number of pupils based on average size of classes: American History, 184 schools, 9,200 pupils; World History, 69 schools, 3,450 pupils; Eighth Grade Mathematics, 163 schools, 8,150 pupils; Ninth Grade Physical Science, 170 schools, 8,500 pupils.

Reading Clinic at Temple

"Reading in Curriculum Development" is the basic topic for the twentieth annual reading institute of Temple University, Philadelphia 22, Pennsylvania, to be held Monday through Saturday, January 21 through 26, 1963. Information may be obtained from the Reading Clinic at Temple University.

Thirty-four Administrators Finish UNC 2-year Program

The School of Education at University of North Carolina announced on September 29 the names of the 34 persons who have completed its two-year graduate program in school administration. Dean Arnold Perry said 69 such programs are offered in the United States, and one other is offered in North Carolina, at Duke University. The program provides for a year of study beyond the master's degree. It is designed to satisfy the academic requirements for advanced principal's certificate and the requirements that will be effective on July 1, 1966, for superintendent's certificate, issued by the State of North Carolina.

The persons who have completed the second year of graduate work in school administration at the University of North Carolina are: Warren G. Anderson, Raleigh; Frank Arwood, Burlington; Charles Lewis Barnhardt, Rowan County; W. T. Bird, Davie County; Klay K. Box, Chapel Hill; Moses Bridges, Forsyth County; V. Mayo Bundy, Madison-Mayodan; Raleigh Dingman, High Point; Ben Fountain, Elizabeth City; Frank Greer, Rowan County; Harold Hulon, Chapel Hill; Gerald D. James, Greene County; Norwood E. Jones, Harnett County; Calvin C. Linne-mann, Alamance County; Maylon E. McDonald, Hamlet; Isaac Mozingo, Johnston County; Kenneth R. Newbold, Sampson County; Wendell Newlin, Leaksville; Nancy Blanche Norman, Leaksville; Johnny R. Parker, Whiteville; Jerry Drew Paschal, Wayne County; A. Craig Phillips, Charlotte-Mecklenburg; Brank Profit-fitt, N. C. State Department of Public Instruction; Richard Ray, Winston-Salem; W. Jack Scott, High Point; James P. Sifford, Jr., Winston-Salem; John Thel Smith, Durham County; Lloyd Thayer, High Point; Howard Thompson, Chapel Hill; James Valsame, N. C. State Department of Public Instruction; William H. Wagoner, New Hanover County; Charles H. Weaver, High Point; Joseph H. Wishon, Fairmont; and W. Willard Woodard, Wilson.

Curriculum Guide for Educable Mentally Retarded Children Has Been Distributed

"A Curriculum Guide for Teachers of the Trainable Mentally Retarded," dated September 1962, has been prepared and distributed by the Section on Education for Exceptional Children, Division of Instructional Services, State Department of Public Instruction. It provides "a working outline of concepts to be used by instructors who work with trainable mentally retarded children," and suggestions for "activities which may be used in the teaching," the preface says.

The guide has 63 pages of type-written reproduction. Its introduction explains briefly the North Carolina public school program for trainable mentally retarded, and defines some main terms and concepts, and characteristics of the trainable children. A chapter on administration includes pertinent regulations adopted by the State Board of Education, covering administrative responsibilities, criteria and procedures for determining eligibility of children, attendance, instructors, facilities and supplies, and other administrative information.

The main part of the guide describes the curriculum areas and procedures for teaching communication skills, self-help routines, practical skills, and academically oriented skills. A ten-page appendix lists professional books and periodicals for teachers and administrators, resource books for teachers; teaching aids including reading materials, sheet music and songs, and sound recordings; and a list of suggested instructional equipment and supplies including many homemade materials, beside sound and silent projectors and equipment for games used in training and play.

This curriculum guide was prepared by members of the section, including Eugene Burnette, Allen R. Cohen, Frederic M. McCutchen, Paul A. Peebles, and Mrs. Pearle R. Ramos, under the supervision of Felix S. Barker, Director of Education for Exceptional Children,

State Department of Public Instruction.

The same staff has completed a curriculum guide for educable mentally retarded children that is being reproduced for distribution during or before December 1962.

Rowan IEC Adds Assistant

The Rowan County Board of Education on October 2 approved appointment of John Hobart of Davidson, former assistant director of the Durham Industrial Education Center, to be assistant director of the Rowan Industrial Education Center. He will be especially concerned with testing, interviewing, and placing students, developing faculty, and developing course materials, under the director of the center, Merrill Hamilton.

Course of Study and Standards Formulated For Statewide Fire Service Training

Plans have been completed for a coordinated Statewide approach to Fire Service Training, involving the three agencies which heretofore have engaged in somewhat isolated efforts: the North Carolina Insurance Department, the State Firemen's Association, and the Department of Public Instruction.

Standards for certification of Fire Service Training instructors adopted at the summer session include the following: four years of experience as a fireman, recommendation of the instructor's fire chief, successful completion of a thirty-hour teacher-training course, a passing score on an examination of fire fighting, and a high school diploma or the equivalent.

Chief Joe Hailey, chairman, North Carolina Firemen's Association; Chief Charles Burket, Conductor, North Carolina Fire Col-

Agricultural Open House

The School of Agriculture, North Carolina State College of Agriculture and Engineering, at Raleigh, held its fourth annual open house on Saturday, November 3. After opening exercises in Reynolds Coliseum at 9:15 a.m., guided tours were conducted to 3 p.m.

Dean H. Brooks James said the open house gave visitors opportunity to see the preparation of agricultural businessmen, scientists, and technicians, in addition to the production and farm research preparation program. He reported that about 93 per cent of the school's graduates this year went into the occupations that are not directly involved with farming. The average starting salary for bachelor of science graduates in agriculture from State College was \$5,400, he said, and less than half the job openings were filled. Declining farm population has not meant a decline in agricultural occupation opportunities, he pointed out.

lege; and Sherman Pickard, Director, Fire and Rescue Service, Insurance Department, unanimously pledged their support to the Trade and Industrial Education section of the Division of Vocational Education, which is responsible for this special training program.

Participating in the summer deliberations and agreements were Merle Strong, National Office of Education; Edwin Lanier, State Insurance Commissioner; Andrew Flanagan, Supervisor of Fire Training, Connecticut; and George Orgain, Senior Instructor in Fire, Service Training, Oklahoma State University.

Win Donat, Executive Secretary, North Carolina Firemen's Pension Fund, Farmville, was elected chairman of the Advisory Committee, which will remain active in behalf of continuing improvement of Fire Service Training.

State School Facts

November, 1962

\$30 Million Annual Increase Requested For State's Public Education Program

Requests totalling an annual increase of \$30 million have been made by the State Board of Education to the Advisory Budget Commission for the improvement of public education in the State. Of this increase, \$22 million was requested for the Nine Months School Fund for distribution to the local units, whereas the remaining \$8 million was requested for various special purposes as indicated in

Table I.

Table II shows a breakdown on the request for the Nine Months School Fund. Both tables I and II present figures on the estimated expenditures for the school year 1962-63, and the "A", "B" and total budget requests for the school year 1963-64. Table III gives a detailed description of the "B" budget requests in terms of purposes for the 1963-65 biennium.

I. BUDGET REQUEST FOR PUBLIC EDUCATION

Fund	Appropriation 1962-63	"A" 1963-64	Budget Request "B" 1963-64	Total
Nine Months School Fund	\$216,022,248	\$220,283,935	\$17,072,304	\$233,256,239
State Board of Education	387,660	410,076	123,394	533,470
Vocational Education	7,926,121	8,893,627	2,148,169	11,041,796
Vocational Rehabilitation	863,403	879,172	171,698	1,050,870
Purchase of Free Textbooks	2,180,091	2,801,479	1,198,416	3,999,895
Purchase of School Buses	2,579,428	2,580,470	—	2,580,470
Trainable Mentally Handicapped	349,074	345,240	69,426	414,666
Loan Fund-Teacher Education	540,000	540,000	52,500	592,500
Adm. School Plant Construction	111,929	127,633	54,338	181,971
National Defense Education	137,989	160,824	36,952	197,776
Recognized Merit in Teaching	120,000	120,000	—	120,000
Industrial Ed. Centers—Equip.	—	814,000	1,000,000	1,814,000
Education by Television	85,050	95,924	21,776	117,700
Curriculum Study and Research	113,204	113,762	—	113,762
Improvement of Teachers	150,000	100,000	100,000	250,000
Instruction for Homebound	—	—	40,000	40,000
Total	\$231,566,297	\$233,316,142	\$22,988,973	\$261,205,115
Department of Public Instruction	\$ 649,291	\$ 740,115	\$ 129,855	\$ 869,970
Grand Total	\$232,215,588	\$239,056,257	\$23,118,828	\$262,175,085

II. STATE NINE MONTHS SCHOOL FUND

III. DETAILED DESCRIPTION OF "B" BUDGET REQUESTS FOR BIENNIUM 1963-65

I. Secure and hold better qualified teachers and principals

- Raise teachers' salaries by \$15 per month the first year and an additional \$10 per month the second year of the biennium as a step in a long-term plan of salary increases to make N. C. salaries competitive with national averages. (1961-62, N. C. average \$4877, national average \$5527) \$ 15,420,097
- Provide up to 5 days sick leave per year for teachers, and cumulative as is now provided for other state employees. 2,623,260
- Adjust and provide approximately 4% increase in principals' salaries and adjust the length of term by size and type of school. 1,787,288
- Provide additional scholarships for students preparing to teach (150 first year and an additional 150 the second year). 157,500

Total \$ 19,988,145

II. Provide improved classroom teaching conditions so that students will have a better chance to learn

- Allot teachers each spring on the basis of students who will be in the school the following year rather than the enrollment the current year. \$ 4,769,376
- Change the allotment formula of additional teachers to reduce class size, provide librarians, guidance counselors, special education teachers, teachers of the gifted, and teachers to relieve principals of teaching duties, from 1 for 20 to 1 for 15 regularly allotted teachers. 5,360,567
- Change the fall allotment for rapidly growing schools from 32 to 31 pupils in average daily attendance. 2,466,302
- Provide additional vocational teachers in the IEC's and provide additional home economics, trades and industry, and distributive education teachers in high schools. 3,784,396
- Provide additional special allotment teachers for mentally retarded students (100 the first year and an additional 100 for the second year). 1,407,042
- Provide additional special allotment teachers for exceptionally talented students (158 the first year and an additional 15 the second year). 1,555,362
- Provide teachers for children who are kept in the home or a hospital because of illness or handicaps. 100,000
- Increase the state appropriation for trainable, mentally handicapped children. 145,782
- Provide 150 attendance counselors to help solve the absentee and drop out problem. 1,409,428

Total \$ 20,998,255

III. Provide professional help for teachers

- Provide 61 additional supervisors \$ 791,667
- Provide the same salary increases for supervisors as for teachers (\$15 and \$25). 141,200
- Extend the in-service education program for teachers to training in the teaching of reading on which all academic instruction depends. 200,000

Total \$ 1,132,867

IV. Give teachers and students the tools they need

- Provide a subsidy of \$4 per high school student in order to get up-to-date textbooks into the hands of students without adding to the fees charged. \$ 2,439,244
- Provide funds to buy films to be used in instruction (25¢ per pupil in A.D.A.). 571,590

A.	Provide 48 assistant superintendents in the larger school units.	\$	855,860
B.	Increase school clerical salaries by 5%.	\$	80,750
Total		\$	936,610

VII. Improve State educational leadership under the State Board of Education			
A.	Improve fiscal services in the Controller's office.	\$	240,937
B.	Improve State services in vocational education.	\$	345,047
C.	Improve administration of vocational rehabilitation.	\$	19,072
D.	Expand State level services in education by television.	\$	43,912
E.	Improve State level services to local school units in school planning.	\$	109,272
F.	Extend State services in administering the National Defense Education program.	\$	73,959
G.	Expand State services in the exceptionally talented child program.	\$	116,124
Total		\$	948,323

VIII. Increase state financial help to local school units in school plant operation and transportation			
A.	Provide 173 additional janitors and maids.	\$	294,222
B.	Increase funds for operation of plant.	\$	1,186,290
C.	Increase bus drivers' salaries by \$2.50 per month to make this \$30.00 per month.	\$	409,738
Total		\$	1,890,250

GRAND TOTAL	\$	51,229,567
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Trainable Retarded Pupils Number 999 For 1961-62

Trainable mentally retarded enrollment in North Carolina public schools during the 1961-62 school year totaled 999 children, comparing with 926 for the preceding school year, as shown on a "Statistical Report of the Program for Trainable Mentally Retarded, 1961-62," issued in July by the State Supervisor of Education for Exceptional Children, State Department of Public Instruction.

The report includes statistics for the 27 city school administrative units and 17 county units having trainable mentally retarded programs. Two more county units than last year were included in the program. They were Beaufort and Rowan. Total classes in 1961-62 in the 44 county and city units were 79, compared with 76 in the preceding school year.

Average daily attendance over nine months of 1961-62 was 909 children, compared with 819 for

1960-61. Local budgets for trainable mentally retarded programs for 1961-62 were \$264,103, and State aid was \$266,199, for a total budget of \$530,302. Local budget in 1960-61 was \$221,874, and State aid was \$241,615, for a total of \$463,489.

Fayetteville city schools had the largest enrollment for 1961-62, with 69 pupils in five classes. Greensboro city schools had the largest number of classes, six. Other school administrative units having more than one class for trainable mentally retarded in 1961-62 were: Gaston county, five; Mecklenburg county and Winston-Salem city, four each; Davidson county, New Hanover county, and Shelby city, three each; and the following with two classes each: county units of Buncombe, Burke, Duplin, and Forsyth, and city units of Burlington, Greenville, Hickory, High Point, Raleigh, and Salisbury.

611-1	Salary—Superintendents	\$	1,892,640	\$	1,927,740	\$	—	\$	1,927,740
611-1	Salary—Superintendents— Supplemental	—	—	—	—	—	—	—	—
611-2	Salary—Assistant Superintendents	.....	380,160	405,720	423,360	829,080			
612	Travel—Superintendents	.....	53,352	53,352	—	53,352			
613-1	Clerical Assistants	.....	802,305	807,525	40,375	847,900			
-2	Property and Cost Clerks	.....	353,646	374,850	—	374,850			
614	Office Expense	.....	94,270	114,215	—	114,215			
615	County Board of Education	.....	10,000	10,000	—	10,000			
617	Attendance Counselors	.....	—	—	703,520	703,520			
Total General Control		\$	3,586,289	\$	3,693,402	\$	1,167,255	\$	4,860,657

62. Instructional Service					
621-623	Instructional Salaries	\$187,931,004	\$191,585,853	\$13,882,164	\$205,468,017
621-623a	Instructional Salaries—Sick Leave	—	—	1,240,890	1,240,890
624	Instructional Supplies	1,665,863	1,701,065	283,511	1,984,576
625	Supervisors' Salaries	1,825,990	1,893,050	448,417	2,341,467
625	Supervisors' Salaries—Supplemental	—	—	—	—
627	Clerical Assistance in Schools	1,665,863	1,701,065	—	1,701,065
Total Instructional Service		\$193,088,720	\$196,881,033	\$15,854,982	\$212,736,015

63. Operation of Plant															
631	Wages—Janitors			\$	5,793,183		\$	5,793,548		\$	146,300		\$	5,939,848	
632	Fuel				2,224,914			2,260,375			97,458			2,357,833	
633	Water, Light, and Power				1,266,638			1,287,455			337,545			1,625,000	
634	Janitors' Supplies				676,494			687,303			65,363			752,666	
635	Telephones				75,166			76,465			42,377			118,542	
Total Operation of Plant											\$	9,946,395		\$	10,105,146
											\$	689,043		\$	10,794,189

65. Fixed Charges									
653	Compensation—								
	School Employees	\$	70,000	\$	70,000	\$	—	\$	70,000
654	Injuries to School Children	6,000	6,000	—	6,000	—	6,000	—	6,000
656	Tort Claims	120,000	120,000	—	120,000	—	120,000	—	120,000
Total Fixed Charges		\$	196,000	\$	196,000	\$	—	\$	196,000

665. Auxiliary Agencies									
661	Transportation								
661-1	Wages of Drivers	\$	2,178,447	\$	2,228,223	\$	2,430,829		
661-2a	Gas, Oil, and Grease		1,215,230		1,244,467		1,244,467		
b	Gasolina Storage Equipment		15,000		15,000		15,000		
661-3	Salaries—Mechanics		2,322,410		2,409,516		2,409,516		
661-4a	Repair Parts (Batteries)		1,085,372		1,110,172		1,110,172		
b	Tires and Tubes		495,089		501,368		501,368		
c	License and Title Fees		1,500		1,500		1,500		
d	Garage Equipment		30,000		30,000		30,000		
661-5	Contract Transportation		25,000		30,000		30,000		
661-7	Principals' Bus Travel		65,970		67,150		67,150		
Total	Transportation		7,434,018		7,637,396	\$	7,840,002		
662	School Libraries		1,110,575		1,134,043		1,134,043		
664	Child Health Program		463,701		471,915		471,915		
Total Auxiliary Agencies		\$	9,008,294	\$	9,243,354	\$	9,445,960		
Total Unit Expenditures			\$215,825,698		\$220,118,935	\$17,913,886	\$238,032,821		

Unallotted Expense						
Surety Bond Premium	\$	3,500	\$	—	\$	3,500
Printing		6,500		6,500		6,500
Study Committees		5,000		5,000		5,000
Total Unallotted Expense	\$	15,000	\$	—	\$	15,000

Educable Handicapped Children						
Transfer to Dept. of	\$	31,650	\$	—	\$	—

Exceptionally Talented Children						
Transfer to Dept. of Public Instruction	\$	105,677	\$	106,822	\$	165,240
Payments to Administrative Units		44,323		43,178	—	43,178
Total	\$	150,000	\$	150,000	\$	58,418
Grand Total		\$216,022,348		\$220,283,935		\$17,972,304
						\$238,256,239

Community Junior-and-Technical Colleges Are Proposed by Governor's Commission

The Governor's Commission for Education Beyond High School released in September its recommendations for expansion needed in public colleges and vocational schools to increase the educational opportunities for high school graduates and adults in North Carolina.

The commission recommended that:

(1) The State continue to provide practically complete support of senior colleges.

(2) Charlotte College and Wilmington College, now two-year institutions supported jointly by local governments and the State, be converted to State-supported senior colleges; and that Asheville-Biltmore College, now under joint State-local government support, be also converted to a State-supported senior college when its enrollment approximates that of the other two.

(3) Comprehensive community colleges, to provide two years of college plus technical and vocational courses, be established in areas having enough potential enrollment and local interest to provide the physical facilities for the college and some portion of operating costs plus State support.

(4) Each proposed community college-technical school should have a 12-member board of trustees, of whom four should be appointed by the local board of county commissions, four by county or city board or boards of education, and four by the Governor.

Creation of such college growth and establishment would require action by the North Carolina General Assembly. The North Carolina Association of County Commissioners favorably discussed the idea of establishing community colleges offering both college and technical training, and enlarging with State aid the existing junior colleges supported by local governments, at its annual convention last June at Morehead City. Other local and State-wide groups re-

cently have made some recommendations consistent with those made by the Commission.

The Commission for Education Beyond High School was established by Governor Terry Sanford in September 1961 to make a comprehensive study and to identify the State's needs in higher education and other education beyond or in lieu of the high school. The Governor asked the Commission to file a final report by September 1, 1962, recommending the most efficient methods of meeting those needs. The 26 members of the Commission include representatives from the General Assembly and the State Senate; presidents of State-supported and community colleges in the State; members from county, city, and State boards of education; and lay citizens who have a long record of service to education in the State. The chairman is Irving Carlyle of Winston-Salem; vice-chairman is State Senator W. Lunsford Crew of Halifax County, Roanoke Rapids. The secretary is Director John L. Sanders of the Institute of Government, University of North Carolina, Chapel Hill. The Commission had voluntary assistance of numerous advisors from the educational interests beyond the high schools in the State.

The Commission studied the current services of public and non-public schools and colleges, and the industrial education centers in the State, but it limited its recommendations to what State and local governments should do toward creating and enlarging institutions that will offer education and training beyond high school.

In creating the Commission, Governor Sanford explained it was a result of "our determination to see that the taxpayers get maximum returns in both the quality and quantity of education for their dollars."

The Governor assigned to the Commission "the responsibility of making a comprehensive study of the State's entire system of public

Home Economics Supervisor Changes are Announced

Miss Anne Lassiter, a native of Plymouth, N. C. joined the Home Economics Education staff September 1 as an Assistant State Supervisor. She holds a bachelor of arts degree from East Carolina College and master of science degree from the University of Tennessee. While doing graduate work under a fellowship she supervised teacher training centers for the university and acted as dormitory counselor for forty freshmen women.

Mrs. Helen L. Curry, Assistant State Supervisor of Home Economics Education, for the school year 1961-62, resigned her position on September 6 to marry Mr. Philip Pitts of Morganton.

Miss Augusta A. White, a native of Salisbury, N. C., joined the Home Economics Education staff August 1 as an assistant State supervisor. She earned her undergraduate degree at Shaw University and a master of Science from Penn State University. She has been assigned eastern counties as a supervisory territory replacing Mrs. Lucy F. James. Her office will be at North Carolina College in Durham.

Mrs. Lucy F. James, Assistant State Supervisor of Home Economics Education, retired on September 25. She has supervised the home economics programs in eastern North Carolina since 1938. Before joining the State Department of Public Instruction, Mrs. James was on the staff of the West Virginia College at Institute, West Virginia. She earned the bachelor's degree at Shaw University and the master of arts degree at Teachers College, Columbia University. She was born in Franklin County and taught in high schools and colleges in the State.

supported higher education, including all institutions and agencies offering educational and instructional curricula and services beyond the high school."

Classes For Illiterates

More than half the adults on welfare rolls are functionally illiterate, the Cook County, Illinois, department of public aid finds in results of locally administered fifth-grade-level reading and vocabulary tests. During the summer of 1962 it required 3,900 of these illiterate adults to attend night classes in public schools, to learn reading, writing, and arithmetic. It obtained a commitment from the county board of education to send 6,000 welfare-roll adults to such classes in the fall term of school, and requested a plan for enrolling 60,000 adults.

Teachers Attend National Safety and Driving Meet

Three teachers of safety and driver education and a consultant from the State Department of Public Instruction represented North Carolina at the Sixth Annual Conference of the American Driver Association at the University of Kansas, Lawrence, Kansas, June 27-30. Purpose of the conference was to share experiences in safety and driver education among teachers of all the states, and to hear from invited authorities.

The teachers were Warren Hicks of Garinger High School, Charlotte, Luther Hardee of Grainger High School, Kinston, and Samuel Haynes of Waynesville High School, Waynesville. They were accompanied by James E. Hall, consultant in driver and safety education for the State Department of Public Instruction, Raleigh.

The conference program included meetings on topics of elementary school safety education, including traffic and transportation safety, secondary school safety education, including driver education, and civilian defense education. Special features of the conference were safety tours of the Trans World Airlines flight simulator training center and of the Ford Motor Company Assembly Plant at Kansas City, Missouri.

The American Driver Education Association is a Department of the National Education Association.

School Bus Transportation Safety Training Workshops Being Held Throughout State

The first of 25 regional workshops designed to improve safeguards for some 600,000 pupils who ride approximately 8,000 school buses daily in the State was held October 8 at New Bern. The series, for superintendents, transportation supervisors, and principals from all schools in the State, will continue through December 14. The sessions are directed by the Division of Transportation, State Board of Education. Superintendents of schools in the host counties are making arrangements for the workshops.

C. C. Brown, director of the Division of Transportation, has released statistics showing generally rising accident rates. "While we know that factors beyond our control, such as increased highway traffic volumes, influence the trend, the increase is of considerable concern," Brown said in announcing the workshops. He provided statistics on number of bus accidents per 100,000 miles of bus travel, rising from 0.89 in the 1951-52 school year to a peak of 1.63 in the 1960-61 school year. The rate fell to 1.52 in 1961-62. Injuries to pupils in these accidents rose slightly in 1961-62, reaching 0.72 per 100,000 miles of bus travel, compared to 0.56 for 1960-61, and double the 1951-52 rate of 0.36.

Actual number of school bus accidents reported in North Carolina during 1961-62 was 866, down slightly from the all-time peak of 907 in 1960-61. The bus accidents reported in 1951-52 were 378. The cost per 100,000 miles of school bus travel for pupil injuries and tort claims was at an all-time high of \$268 in 1961-62 school year, compared with \$187 for 1960-61 and \$81 in 1952-53, the lowest rank for the past ten years.

About 90 per cent of school bus drivers are students. They are trained by the Department of Motor Vehicles. The Highway Patrol cooperates in planning the safest possible bus routes. Selection and supervision of drivers and passengers is a responsibility of the schools served.

The schools select candidates for bus driver training, usually several years before the age for employment. Most of them live near the beginning of their bus routes. Training by the Driver Education Division of the Department of Motor Vehicles includes classroom work and behind-the-wheel instruction, and mechanical familiarization from the chief school bus mechanic serving the local buses.

Bus drivers are required to check the condition of the bus daily, including governor operation, beside the check made by mechanics. They also report to the school principal any dangerous road conditions or characteristics, such as washouts, blind curves (such as caused by crops or weed growth at corners), and other routine reports. Drivers' responsibility includes pedestrian safety supervision of pupils boarding and leaving the bus, and behavior on the bus.

North Carolina has the largest fleet of publicly-owned school buses of any state in the nation. National statistics for 1960-61 released by the U. S. Office of Education in August, 1962, showed North Carolina had 8,385 buses, and Texas was the nearest competitor with 7,935 publicly owned school buses.

National Examinations

The National Teacher Examinations will be given at more than 300 testing centers throughout the United States, including several in North Carolina, on Saturday, February 16, 1963. The college which a candidate is attending, or the school system in which he is seeking employment, will advise him of any test option that he should take. Applications and inquiries may be sent to Educational Testing Service, Princeton, New Jersey. Opening date for applications is November 1, and closing date for applications to be received is January 18, 1963.

Curriculum Study Organizes Committee To Foster Research Throughout State

Under the sponsorship of the Curriculum Study, a Statewide committee was recently organized whose interest and direction will be "toward fostering study and research in education and to function in an advisory capacity to the Curriculum Study in its research activity." Dr. Harold Connor, assistant superintendent of Guilford County in charge of instruction, was named president of this newly formed committee; and Dr. Edward T. Brown, assistant director of the Curriculum Study in charge of research, was elected secretary.

The committee, composed of twenty-one representative superintendents, principals, supervisors, teachers, college personnel, and State Department consultants, held a two-day meeting early in the summer to explore possibilities of such a committee. Later the ideas of this group were refined in terms of a program of action, and these suggestions will be explored at the next meeting of the group.

Dr. Vester M. Mulholland, director of educational research in the State Department, and William W. Peek, supervisor of statistical services, represent the Department on this committee.

Suggestions for activities which would further educational research throughout the State were numerous. The Advisory Committee recommended that the Curriculum Study "disseminate the results of both basic and action research done nationally that would have implication for North Carolina schools"; that the study "distribute the results and findings of North Carolina school research to all schools"; and that the Study "establish and publish a research bulletin which would report research activities and findings from all sources—graduate schools, public schools, and national sources."

The Committee also recommended the making of a filmstrip on research which would be instructional as well as public relations oriented. In addition, it was sug-

gested that the Curriculum Study might take consultative help in research available through the Raleigh office; that research teams might be established which would be available to work in local administrative units; and that a *Curriculum Planning Guide for Research* might be published in an effort to assist teachers in gaining respect, interest, and enthusiasm for research—first as consumers and then as producers of research.

Helping teachers identify problems, approach their study scientifically, and apply the findings of research toward modification of current practices was also emphasized by the Advisory Committee. Through the deliberations, stress was placed on this theme: the purpose of educational research is to improve learning.

Wilson Industrial Center Offers Heavy Equipment

The first course in heavy equipment operation to be offered in an Industrial Education Center in North Carolina began in October at the Wilson IEC. Practice on operation of cranes and earth moving equipment will be on about 700 acres of land owned by the City of Wilson, adjoining the municipal airport.

Two programs are offered in heavy equipment, one for mechanics and one for operators, at the Wilson center. The heavy equipment mechanics class started October 15. It lasts for one year, and new sessions are scheduled to start each six months. The operators class started October 22. It lasts for three months, and new sessions are scheduled to start every three months.

S. Delmastro, director of the Wilson Industrial Education Center, has described job opportunities for the mechanics and operators as unlimited locally, Statewide, nationally, and internationally. Inquiries may be directed to the Director, Wilson Industrial Education Center, Wilson, N. C.

Duke Educator Recommends Multiple Grade Standards

"Multiple standards should be used in order to draw the most from each individual," said Dr. William H. Cartwright, chairman of the Department of Education, Duke University, to the North Central District Convention of the North Carolina Education Association at Burlington on September 20. "If everyone in a class will learn as much as he should, the whole class can not move at the same rate." He continued, "Your job is to start the student where he is and take him just as far as he can possibly go."

Dr. Cartwright explained that he did not mean that children should merely work harder. "Many work too hard now and to no avail." Instead he urged that students work more efficiently. He described an attribute of a good lesson plan as keeping all students mentally active during all the time spent in class.

Accountant Carl H. Walker, Board of Education, Dies

Carl H. Walker, 64, accountant for the State Board of Education, in Raleigh, died October 6 in a Raleigh hospital. He resided in Nash County, at Bailey, where he was principal of Bailey Schools for many years. Previously he was principal at Calypso School and at B. F. Grady School, both in Duplin County. He was a lay leader at Bailey Methodist Church where his funeral on Monday, October 8, was conducted by his pastor.

He was a member of Bailey Lion's Club, and past master of Bailey Masonic Lodge. He had been a town commissioner. He was a native of Currituck County.

Survivors are his wife, Mrs. Maude Griggs Walker; two sons, Carl Walker, Jr., of Dunn, and Worth Walker of Raleigh; and two grandchildren.

Brazilian Group Visits Industrial Centers And School Trade Classes Across The State

Six technical and industrial educators from the State of Sao Paulo, Brazil, toured five industrial education centers in North Carolina, two high school trade and industrial education departments, the Research Triangle Park, the Industrial Education Department of North Carolina State College, and the State Department of Public Instruction, October 8 through 18. On October 19 they visited the North Carolina State Fair at Raleigh, with attention to the educational exhibits.

The Brazilian educators were accompanied by a school architect from the State of Sao Paulo, two interpreters, and one or more members of the vocational education staff of the State Department of Public Instruction during their tour. The visit was co-sponsored by the State of Sao Paulo and the U. S. Aid Mission to Brazil, through the U. S. Office of Education, Department of Health, Education and Welfare.

Objectives were to study the organization and operation of all principal phases of trade and industrial education, at national, State, and local levels, and in industry, including apprenticeship and other forms of cooperative training, the Office of Education said in correspondence arranging the visit. Emphasis was placed on organization, administration, supervision, facilities planning, teaching materials development, teacher training, and school design and construction.

Industrial education centers visited were Charlotte, Asheville, Catawba (at Newton), Winston-Salem, Wilson, and Burlington. High schools visited were in Charlotte and Greensboro.

All the visitors are, or will be upon their return to Brazil, working in administrative or supervisory positions in the Department of Industrial Education of the State of Sao Paulo. The Office of Education correspondence for the visit said: "The State of Sao Paulo has a shortage of technicians and skilled and semiskilled

workers for industry. The local vocational schools have been unable to keep pace with the demands of the rapidly increasing industrialization. The Department of Industrial Education of the State of Sao Paulo needs to be reorganized, modernized and expanded so that it can in turn better utilize the more than 75 existing state industrial schools and the industrial teacher education institution and so that it can build 20 to 30 new schools in the next five years."

The visiting group of Brazilians was composed of four industrial school principals, Alvaro Catao, Luis Mattos, Osmar de Figueiredo, and Arnold Fiorafanti; Arnaldo Tonissi, Architect, Ministry of Public Works, State of Sao Paulo; Douglas Bueno, counselor; and Paulo Suzuki, instructor.

Advisory Research Committee Sets Goals For State-wide Emphasis on Local Studies

Among the many practical suggestions offered by the Advisory Committee on Research for the State-wide Curriculum Study, three were agreed upon as worthy of top priority at its meeting in September, according to Dr. Harold Conner, assistant superintendent in Guilford County, who is chairman of the group.

It was agreed that the Committee working through the State-wide Curriculum Study would encourage all major professional groups within the State to emphasize the importance of research at the local level in its annual conferences during the coming year. Emphasis in these meetings—Division of Superintendents, Division of Principals, NCEA meetings, and the like—it was felt should be upon enthusiastic encouragement that research can be well done locally and that it must be if instruction is to be improved continuously. The group was reminded that the Division of Supervisors in its fall conference this year will stress in all its meetings the value of doing research locally

Librarian Moves

The former Mary Frances Kennon, who was Associate Supervisor of School Library Services, State Department of Public Instruction, was married on August 11 in Winston-Salem to Leonard Johnson, now director of libraries in Greensboro City Schools, who formerly was Consultant in School Library Services, himself, 1959-61. She is supervising the Curriculum Laboratory at the Woman's College of the University of North Carolina, in Greensboro, with rank of associate professor.

In January 1961 Miss Kennon took leave of absence from the Department to become director of the national activity, School Library Development Project, for the American Association of School Librarians. She completed the project on July 31, 1962.

and the over-all importance of keeping up-to-date with research findings.

In the second place, it was agreed that the Committee, in cooperation with the Curriculum Study, would conduct a survey early in the fall to identify research and innovations now under way in the schools and that as soon thereafter as possible these findings would be summarized and distributed.

In the third place, it was agreed that the Advisory Committee and the Statewide Curriculum Study should prepare a guidebook specifically oriented to methods, techniques, and approaches to local action research—a guidebook which in its essential nature would encourage research rather than deter it because of a formalized, austere interpretation thereof.

Dr. Ed Brown of the Curriculum Study is serving as executive secretary of the Committee. Dr. Vester M. Mulholland and William Peek represent the State Department of Public Instruction on the Committee.

Peace Corps Needs Teachers Aged 60-75

The Peace Corps activity of the United States Government is recruiting retired teachers for training and assignment to projects in 40 countries, in Latin America, Africa, and Asia.

Teachers "required to retire because of age regulations even though they would be capable of further service" are invited in a circular letter dated August 3, 1962, from the Peace Corps to the State Superintendent of Public Instruction. The letter says, "Peace Corps now has scores of senior citizens (retirees between the ages of 60 and 75 years), who are either on various overseas teaching projects, or are in training for early assignment. We could use many more volunteers of this type, providing they: (1) Have had successful teaching experience; (2) Are able to pass a comprehensive physical examination; and (3) Can complete a pre-assignment training program satisfactorily."

Besides teachers, public and professional workers in the upper age group are needed, the message continues: "The Peace Corps has received requests for up to 1,500 volunteers for assignments that can be filled by men and women who have recently retired, or are contemplating early retirement. . . . Those selected should have experience in one of the following occupational groups:

"Teachers: at elementary, secondary and college levels.

"Health workers: doctors, dentists, nurses (registered and practical), laboratory technicians, sanitarians, plumbers, well drillers, etc.

"Community development workers: agriculturalists of all kinds, building trades people, 4-H club leaders, automotive and diesel mechanics, electricians, radio and television mechanics, surveyors, etc.

"Other professional workers: engineers (all kinds), cooperative and building and loan organizers, foresters, social workers, town planners, entomologists, etc.," the recruiting bulletin continues.

"The work is demanding but nothing that a person in good health cannot handle. The Peace

Corps pays for two to four months training and for travel, housing, food, clothing, medical care and incidentals. In addition, volunteers receive \$75 termination allowance for each month of successful service. This amounts to a little under \$1,800 upon completion of two years' service. Married couples without dependent children are eligible if both can serve in the same project."

Peace Corps invites inquiries to: Peace Corps, Senior Manpower Recruitment, Washington 25, D. C.

Johns Hopkins Professor Offers Rules For Study

Dr. James E. Deese, a John Hopkins University expert on the psychology of learning, offers the following rules for getting the most out of a school textbook:

1. Skim through the assigned reading so that you will know what it is you are to study.

2. Read the text carefully. Do not forget that many important ideas are presented in graphs, diagrams, or maps.

3. As you read, stop now and then to recite to yourself, in your own words, the important ideas in what you have just read.

4. Make brief notes in the margin (if permitted). These will serve as cues for subsequent self-recitation.

5. Mark important or key passages for later review.

6. Review the material at least once between the first time you study the assignment and later study for exams. Make use of your marginal notes as cues for self-recitation.

7. Remember that a little re-learning is necessary each time you wish to use what you have learned for an examination, a related course, or for independent study.

8. Coordinate what you read with what you learn in the classroom.

Opportunities Are Described New Agricultural Education

An 18-page booklet, "A New Concept in Agricultural Education," was distributed during the summer by the Division of Vocational Education, State Department of Public Instruction. It describes State-sponsored training below the college level in agriculture-related occupations and farming in North Carolina.

"Agriculture, an expanding and dynamic industry, is undergoing a technological revolution that is creating an urgent need for more highly trained workers," the booklet says. The preface explains this publication "was designed for those who administer and take part in teaching agricultural courses in the public schools—superintendents, principals, Industrial Education Center directors, teachers of vocational agriculture, agricultural technology education coordinators, teachers of agricultural technology, and counselors."

"Farming is a highly competitive occupation, and because of the technological revolution in agriculture, farmers of the future must possess greater technical competence." Also, "Vast, new . . . opportunities lie chiefly in the fields of marketing and processing agricultural products, in supplying equipment and technical services to farmers, and in providing professional agricultural services. In the United States almost three times as many people are employed in these non-farming agricultural occupations as are employed in farming."

The publication briefly describes programs and courses offered through public education institutions of the State below the college level: content and purposes of courses for high school students and for adult farmers in communities having vocational agriculture teachers in high schools—

The closing chapter describes interrelationships of high school vocational agriculture courses with the technology courses at Industrial Education Centers.

The Attorney General Rules...

**Act Providing Scholarship
Loan Fund for Prospective Teachers
(Chapter 1237 of Laws of 1957).**

In reply to your recent request:

You refer to the Scholarship Loan Fund passed in 1957 for prospective teachers. This Act appears as Article 18 of Chapter 116 of the General Statutes, beginning with Sec. 116-171, and also appears as Chapter 1237 of the Session Laws of 1957.

This loan fund is so operated that for each full school year taught in a North Carolina public school the recipient of a scholarship loan shall receive credit upon the amount due by reason of such loan equal to all interest accrued upon the loan to that time, plus a credit of \$350.00 upon the principal amount of such obligation or such lesser amount as may remain due upon said principal (G. S. 116-174(5)). The State Superintendent of Public Instruction awards scholarship loans based upon certain factors such as aptitude, scholarship, financial need and other criteria.

Considering the fact that credit is given for each full school year taught in a North Carolina public school you inquire if such schools as those operating at Fort Bragg for the dependents of U. S. Army personnel, Camp Lejeune Schools for dependents of the U. S. Marine Corps personnel and Caswell School at Kinston come within the category of the North Carolina Public School.

I think we can immediately rule out the schools operated at Fort Bragg and Camp Lejeune since these schools are operated by the United States Government with Federal funds, and the State of North Carolina has no power or authority over them whatsoever. You could not, therefore, in my opinion, give credit on a scholarship loan for a school year taught in these schools on military bases.

The situation, I think, of the Caswell School at Kinston is different. This is a State-operated school for children who are residents of the State of North Caro-

Former School Superintendent Comments About Recent Court Decision On Prayer

H. B. Marrow, for many years superintendent of Johnston County schools, says that "in religious matters the INDIVIDUAL rules," in commenting in an article in a recent issue of the *Smithfield Herald*. Marrow's article concerned the recent decision of the U. S. Supreme Court about a prayer prescribed by the State Board of Regents of New York for use in public schools of that state.

In his article, Marrow gave a historical background and the provision in the Constitution of the United States of the establishment and exercise of religion. "Extraordinary precautions were taken to guarantee each individual his religious freedom," he stated.

"Our forefathers were much more particular about religious freedom of the individual than they were about the individual's economic and political freedom. In the democratic processes of our government in matters of political and economic matters, the majority rules. But in religious matters, the INDIVIDUAL rules. All true religions must be an individual matter, not a matter of the majority. A majority can elect officers and vote bonds and the minority must like it. But in religion the INDIVIDUAL must be free and the majority must understand and tolerate him.

"The framers of our Constitution were wise and they wrote the nice distinction in very words in the first Amendment as follow: "CONGRESS shall make no law respecting an establishment of religion or prohibiting the free exer-

lina. The State furnishes the funds for this school, and its teachers operate within the requirements and conditions of eligibility of comparable teachers in other public schools. I am of the opinion that you can give credit on a scholarship loan for each full school year that a teacher performs teaching services in the Caswell School at Kinston. Attorney General, August 23, 1962.

cise thereof"; and then the Fourteenth Amendment applied this same doctrine to the several STATES.

"Notwithstanding that the states as well as Congress are prohibited in this matter, the State Board of Regents of New York (same as our State Board of Education and an arm of the state government) composed the prayer: 'Almighty God, we acknowledge our dependence upon Thee, and we beg Thy blessings upon us, our parents, our teachers, and our country.' And the board further directed the principals and teachers to require that this prayer be repeated each day by all pupils except those pupils who did not care to join in. This was an official legislative act by an arm of the state government touching the establishment of a religion.

"The court has not ruled even that there cannot be prayer in a school room, but it has said to school officials that religion is not a part of their educational responsibilities, prerogatives or privileges. And we can, as President Kennedy has said, find it very easy to pray more at home and at church."

Oppose Senior Trips

Senior class trips requiring one or more nights away from home are opposed by most school administrators, according to the 1962 poll by the magazine, *The Nation's Schools*. Response from readers showed 72 per cent opposed, compared to a previous poll in 1953 that showed 62 per cent in favor. Reply comments gave objections to costs and disciplinary problems. Typical comments came from an Arkansas superintendent, "Some students are excluded because of cost"—from Illinois school personnel who found money raising activities for trips are harmful to school-community relations—and from numerous states on discipline and supervision problems. Local problems and viewpoints vary.

LOOKING BACK

In previous numbers of the North Carolina Public School Bulletin

November, 1957

Dr. Ralph F. W. Brimley, former superintendent of Forsyth County Schools, will serve as Director of Public Relations and Foundations at East Carolina College, President John D. Merrick of the college has announced.

Arnold E. Hoffmann, State supervisor of music education, served on a national committee of five which recently prepared an examination for use by Educational Testing Service in its examinations of teachers of public school music.

November, 1952

J. Warren Smith, State director of vocational education, State Department of Public Instruction, has been appointed by U. S. Commissioner of Education Earl J. McGrath to the Commissioner's Advisory Committee for the Further Development and Improvement of Vocational Education.

November, 1947

Dr. Eugene Clyde Brooks, State Superintendent of Public Instruction from 1919 to 1923, died at his home in Raleigh on October 17.

Miss Julia Wetherington, associate in the Division of Instructional Service, has been appointed as one of the three representatives from North Carolina on the Southern Council on Elementary Education.

November, 1942

T. Carl Brown, State supervisor of distributive education of the Division of Vocational Education since August 15, 1959, was granted a leave of absence for the duration of the war on September 15 in order to join the army.

J. E. Miller, director of the Division of Adult Education since September 1941, has been granted a leave of absence to enter the navy.

November, 1937

Eighteen WPA Nursery Schools are now in operation in North Carolina in connection with the adult and pre-school education program.

Sanford Remains Chairman

Governor Terry Sanford of North Carolina was re-elected chairman of the Southern Regional Education Board at the Board's annual conference, in Hollywood, Florida, during the first week of October. In opening the conference on October 2, Governor Sanford said, "The South's abundant resources captivate the imagination, but today we face a difficult question—How do we develop these resources to their full potential?" He said citizens of each state should have a chance to learn to the limit of their ability.

Committees Re-Evaluate Science Contract

In an effort to insure better instruction through better use of better equipment in science, all materials currently listed in this area were re-evaluated during the summer by a group of science specialists, in cooperation with the Division of Purchase and Contract. Specifically, items were evaluated in terms of quality and in terms of whether specifications were being met.

"A more critical look at specifications necessitated the removal of certain heretofore approved items," declared one member of the committee. "Results of this re-evaluation should simply mean, for example, better laboratory equipment should enable teaching to become better and learning more effective."

Nomenclature on contracts for science equipment was reviewed and revised in order to effect a more useful organization, to prevent overlapping, and to standardize terminology. According to the committee which assumed this responsibility, a similar study and appraisal should be made on an annual basis.

The revised North Carolina publication concerning science equipment was distributed to NDEA coordinators early in October. *All personnel concerned with science projects should hereafter use new catalog numbers*, according to William Foil, consultant in science for the SDPI.

MAKING TODAY'S NEWS

Randolph. An estimated 500 took part in the first county rally of the Randolph County Future Homemakers of America, held at Grays Chapel School. *High Point Enterprise*, Oct. 3.

New Bern. A series of regional workshops aimed at improving safeguards for students who ride school buses will be conducted in five eastern North Carolina towns next week, according to the N. C. Traffic Safety Council. *The Sun-Journal*, Oct. 4.

Buncombe. Plans were set for the organization of a speakers bureau by the Buncombe County Association for Retarded Children at its monthly meeting Tuesday night in North Asheville Community Center. *Asheville Citizen*, Oct. 3.

Robeson. Members of the Robeson County Board of Education, meeting Monday evening, made tentative plans to visit all schools in the unit in the near future and heard and outline of the State's "B", or expanding, budget proposed for schools in the next biennium by the State Board of Education. *The Robesonian*, Oct. 3.

Alamance. The Alamance County Board of Education has voted unanimously to proceed with further plans in support of a proposed \$6 million school bond issue. *Greensboro Daily News*, Oct. 3.

Burke. The Division of School Planning of the State Department of Public Instruction will be asked to make a county-wide survey of school buildings and facilities in Burke. *Hickory Daily Record*, Oct. 6.

Duplin. Potentially providing relief for the serious shortage of trained nurses in the area, a practical nursing school has been established in Duplin County. *The News-Argus*, Oct. 9.

Davidson. A survey, designed to show the need for a community college to serve the Davidson County area, will be conducted by the new community college committee of the chamber of commerce. *The Dispatch*, Oct. 6.



BULL

DECEMBER, 1962

RALEIGH, NORTH CAROLINA

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State Project In Shakespearean Theatre To Include Sixty Schools, Jan. 15 - Feb. 22

Sixty Shakespearean performances have been scheduled for North Carolina schools by the State Department of Public Instruction for January 15 through February 22. This pioneer venture on a Statewide scale is being made possible through a grant from the Old Dominion Foundation plus funds allocated by the State Board of Education, according to Assistant Superintendent J. Everette Miller.

The project, which originated in the Governor's office, has the enthusiastic support of the administration and also that of Dr. Eppes Ready, director of the State Curriculum Study, who has cooperated with the venture from its inception.

Performances are designed primarily as learning experiences for high school pupils, all of whom will have had special preparation for attending the shows. Orientation materials have been prepared by a special State committee composed of high school and college English teachers, along with representatives from the State Department.

Scenes from *Romeo and Juliet*, *Julius Caesar*, and *Twelfth Night* will be presented in a one-hour program in each of the schools on the itinerary by Theatre in Education, Inc., a professional New York company, which has had successful experiences over the past seven years in educational theatre, especially in the state of Connecticut.

In addition to helping pupils become oriented to these dramas, teachers will also conduct a simple evaluation of the performances as a means of improvement in the future. Certain audiences will remain after the show in order to discuss the performance with the actors and the director.

Criteria used by a State committee for selecting schools included adequacy of auditoriums,

population density, travel time between performances, unusual interest in the project, necessity for concentration on high school audiences, and the possibility of coordination with adjacent administrative units.

New York manager of Theatre in Education, Inc. is Miss Lyn Ely, who, along with her assistant, has worked with the State Department in making final arrangements for the project. State coordinator for the performances is Dr. Vester M. Mulholland, director of educational research.

Advanced High School Students Create Problem In College Placement, Entrance Officer Finds

Accelerated programs for gifted students, leading to exceptionally advanced graduates of high schools, is creating a problem in college placement and curriculum planning. So finds President Frank H. Bowles of the College Entrance Examination Board. In a preliminary report of a two-year international study of college admissions, he says, "No college has worked out a truly satisfactory method of working with the advanced placement program" in the United States.

"A new appraisal of the level of achievement that can reasonably be expected of American students" is a recommendation in President Bowles' preliminary report. The appraisal should be made in elementary, secondary, and college and other post-high school levels, and should be aimed at giving opportunity to all students to proceed as far and as rapidly as they can.

A part of the study was on the achievement levels of graduates of European secondary schools. President Bowles reported that achievement expectations in European secondary schools in preparing students for college is

Caldwell Boosts Federal Aid

Chancellor John T. Caldwell of North Carolina College, and president of the Association of State Universities and Land-Grant Colleges, called for massive federal aid to education at all levels at the association's annual meeting in Washington during the week of November 12.

As reported in "Education U. S. A.," weekly newsletter issued by the National School Public Relations Association, the Chancellor said forthcoming aid hinges on the church-state issue. "Let us avoid the church-state issue, or resolve it, or forget federal aid," the Chancellor is quoted.

much higher than in the United States. He called the European secondary school curriculum "an obstacle race" that "allows only the fittest to survive." Secondary teachers in Europe are more advanced and specialized in their subject fields, he reported, but elementary teachers in the United States are generally better prepared than in Europe.

Bowles says the number of hours in school differs little: in Europe, "pupils carry more subjects than American pupils, but for fewer hours a week and for more years."

Elementary Standards Printed

"Standards for Accreditation of Elementary Schools," Publication Number 354 of the North Carolina State Department of Public Instruction, was issued in final printed form in November. This publication had been widely distributed in the State in mimeographed form prior to the start of the 1962-63 school term. Standards for accreditation of junior high schools and high schools are in process for distribution soon.

A Christmas Meditation

As the heritage of millions, the Christmas story symbolizes much for each of us. This appealing combination of personalities, circumstances, and activities has brought joy and personal inspiration to parents, teachers, and other compassionate hearts throughout the years and among peoples of all kinds. Like many events in history, the Christmas story is charged with the challenge of emulation.

The leading characters—a mother, a father, a child; and immediately the unity of a happy family comes to mind, a family in which the child is wanted, a family which has dreamed dreams of being one with greatness!

The wise men with their gifts suggest even today the wisdom of honoring new life and holding in reverence its many possibilities. The inn-keeper reminds us of those who also serve, though in less conspicuous ways.

In love the child came and in warm affection he was nurtured. With patience and understanding he was guided, and with encouragement he was motivated. For a purpose he was given freedom to develop his mind, his body, and his spirit; and for a purpose the best his community could afford was made available to him. The hills were his to roam among; the temple, his to worship in; the home was his to stir the spirit; the scholars, his to prick the mind. Yearning and searching, the child forever sought to involve himself in the attainment of a goal which he himself somehow understood and accepted—fulfillment of his greatest self. With hearts aflame for his success and with minds open for revelations which might enlighten them even as their child was burgeoning forth, the parents also played their roles with pride and confidence. Their hearts were made happy as light replaced darkness; their feet and hands were enlivened as the joy of being part of a great mission enveloped them. No enterprise could ever fail with such dedicated, highly motivated characters.

Timeless and unrehearsed, this universal drama continues to focus attention on all for which home, and school, and society hold sacred: the coming of a child and his subsequent self-fulfillment, made possible through a rare combination of spiritual, physical, and material resources.

The major characters continue to be identical—a mother, a father, and a child. Love and aspiration continue to give strength, and hope, and courage, even in a world of missiles and conflicting ideologies. Respect and understanding continue to pave the way for cooperation in the home, good will in the community, and peace among the families of mankind.

Neither have the trappings of this endless miracle changed: the family unit, humble yet ambitious in the face of life and its realities; wise men, cognizant of the gift of life and its possibilities; inn-keepers eager to open wide the doors; the larger community with its rocks and streams; its institutions meaning well but forever striving to measure up; its neighbors, friendly and cynical, too; and—most important of all—its untrod paths begging to be chartered.

The radiance of the first Christmas still shines in the minds, the hearts, and the deeds of parents, teachers, and other community leaders as, in selfless ways, they seek to free the mind of man, enlarge his spirit, and give him strength for his daily task. The singing joy of that first Christmas still echoes in the hearts of man as he finds anew how best to chase the shadows, how best to plan and share, how best to bring enlightenment and self-fulfillment to all men everywhere.

For hearts courageous and determined, for minds and spirits which seek to save us from ourselves—this is the continuing hope of Christmas and the hope of mankind. This, too, is the ageless challenge which still haunts the soul of Man and endlessly goals him to strive, to seek, to find, and not to yield.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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State Supt. of Public Instruction

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Still I am learning. Michelangelo

I want to learn. I want to know.
George Washington Carver

Shall I tell you the secret of the true scholar? It is this: Every man I meet is my master in some point, and in that I learn of him.
Ralph Waldo Emerson

... I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived. Henry David Thoreau

There are some things which cannot be learned quickly, and time, which is all we have, must be paid heavily for their acquiring. Ernest Hemingway

Nothing will ever be attempted if all possible objections must first be overcome. Samuel Johnson

Wisdom is the principal thing; therefore get wisdom: and with all thy getting, get understanding. Proverbs

Fullness of knowledge always and necessarily means some understanding of the depths of our ignorance, and that is always conducive to both humility and reverence. Robert A. Millikan

The real use in all knowledge is that we should dedicate that reason which was given to us by God for the use and advantage of man. Francis Bacon

No one can be a genuine teacher unless he is himself actively sharing in the human attempt to understand men and their world. Alexander Meiklejohn

We are all ignorant. We must all continue to learn with the pupil. Lee A. Dubridge

Human history becomes more and more a race between education and catastrophe. H. G. Wells

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Pupils Learn When They Are Taught

Insistence for years has been placed on the fact that the teacher's chief responsibility is that of teaching. And, indeed, this concept seems so logical that few have challenged it. In fact, much has been done to relieve teachers of other responsibilities in order that primary attention might be given to teaching.

No notion could be more erroneous unless teaching is regarded as synonymous with learning, and unless motivation is automatically regarded as a major portion of the teaching process.

The teacher's first responsibility is that of helping pupils want to learn. Fortunately, many teachers regard this as part of the teaching process. Some label this step as the process of motivation and spend any amount of time and exhaust every known approach in helping pupils want to stretch their minds. Others, with less skill and patience, bemoan the fact that pupils respond apathetically to moralistic platitudes, threats of punishment and poor marks, and reminders that only notable achievement will guarantee admission to college or the business world. Certainly, there is limited merit for some pupils in these negative approaches. Far more productive, however, are those approaches which instill in pupils a keen desire to learn.

The process of motivation is a never-ending effort on the part of teachers, parents, and the community to challenge pupils to make the most of their individual abilities and aspirations at all levels of their educational program. The ultimate goal, of course, is that intellectual curiosity become a permanent characteristic in as many pupils as possible.

Motivation must be continuous, like breathing in and breathing out; it is of limited value when pupils encounter it in spurts or through remedial and spasmodic injections of understanding, explanation, and cooperative planning, or through moralistic admonitions and warnings. The main purpose of all teaching should be that of helping pupils increase their long-

ing for more learning.

Motivation for learning must not only be a continuous process, but it must vary according to age, sex, ability, achievement, interests, home background, and community attitudes. Learning takes place best when there is a warm, friendly atmosphere between the teacher and his pupils. Establishing this relationship is part of the motivation process. Learning takes place best when pupils understand what it is they are trying to do and why. Bringing about this understanding is also part and parcel of motivation. Learning takes place best when pupils understand relationships among the several areas being studied, when projects and assignments have meaning for

The Changing Face of Education

Education Week was celebrated throughout the Nation earlier in the month with daily programs and emphases centered around the general theme, "Education Meets the Challenge of Change." For many schools and for many communities, this theme reflected in a number of positive ways an excellent progress report; in other instances, it served as an insistent reminder that certain changes are necessary for future progress.

Progress in education constantly demands change, and in North Carolina constructive changes are taking place in all areas of the State. Consolidation is being effected in a number of communities, thereby making it possible for Tar Heel youth to have a more comprehensive education. Curriculum studies are in progress in many localities, completion of which should result in an improved educational program for the youth of these communities. Each of these broad efforts, for the most part, represents change.

Through provisions of the National Defense Education Act, particular progress has been made in practically all administrative units in the areas of science, mathematics, modern foreign languages, and

them. Creating an awareness of these relationships is another phase of motivation.

Pupils learn best when they know they are being challenged to the utmost of their individual and varying abilities, not when the impossible is demanded. Young people respond to fairness, patience, trust, and firmness. An atmosphere in which these qualities are exemplified does much to create a desire for learning. Motivation for individual excellence is the surest way to guarantee maximum development of each pupil.

This concept of teaching places the responsibility for motivation on teachers, parents, and community agencies. It places the responsibility for learning on pupils. After all, it is they who learn when they are taught.

testing and guidance. This progress has resulted from change—change in facilities, equipment, teaching aids, and teaching techniques.

The school year is longer than at any previous time in the history of the State; the day has fewer interruptions; supervision has become increasingly effective; and emphasis on individual achievement through programs designed for pupils of varying interests, abilities, and aspirations has swept the State. Progress in these areas is also the result of change.

In many schools stimulating and meaningful homework has replaced routine assignments, and emphasis on independent effort has resulted in new challenges to hundreds of pupils. Librarians, more numerous than ever before, are working more intimately with teachers and pupils than at any previous time. Summer sessions are for enrichment and acceleration as well as for those who need special attention.

North Carolinians are making marked changes in many old patterns of education; and fortunately, these changes are being evalu-

(Continued on page 4)

Superintendent Carroll Describes The Purposes Of First Bulletin On Teaching About Communism

Purposes and background of the first publication on teaching about communism to be issued by the State Department of Public Instruction were described by Dr. Charles F. Carroll in a public information release for all news media of the State on November 15.

"This particular publication does not launch a new program, but is meant to serve as a guide for those schools that are teaching and emphasizing the dangers inherent in the communist movement, and for those schools that wish to include within the social studies framework materials about communism."

He was referring to the 16-page "Suggestions for Teaching About Communism in the Public High Schools," just issued for use by high school administrators, school board members, and teachers in schools that provide for instruction about communism and other totalitarianisms in relation to the United States and democratic governments in the world situation.

Dr. Carroll said the Department has strongly advised against teaching about communism except on the basis of "informed understanding that will foster a fuller appreciation of American ideals and processes." Before teaching the subject, he emphasized, "It is imperative that teachers participate in independent study, in-service training opportunities,

and, if possible, related college course work." He recommended that when a school board authorizes the teaching of communism within the social studies, it should strengthen the position of the teachers by a written policy concerning what the administrative unit proposes to accomplish in the teaching.

Resolutions from the National Education Association, the American Legion, and the American Bar Association for defending and strengthening democracy through public education about communism are excerpted in the publication. These are followed by objectives, procedures, and teacher preparation, and a selected bibliography for teachers, all prepared by the North Carolina State Department of Public Instruction.

"Wishes to the contrary notwithstanding," Dr. Carroll concluded, "communism is a contemporary reality. We cannot look away and wish it to disappear. At this time, when the United States is spending more money to arm itself against the threats of communism than it is spending for peaceful pursuits, including all health and education, it is high time that we know far more about communism. Obviously, we are not going to know more about it by continuing to ignore it."

1962-63 Directory Issued

The 1962-63 Educational Directory has come from the press, it is announced by L. H. Jobe, director of publications, State Department of Public Instruction.

A supply of this publication has been sent to the 173 superintendents for distribution to the schools, Jobe stated. He suggested that principals who have requested copies of the Directory from the State office to secure them from the local superintendent's office. Persons not engaged in school work may purchase copies, Jobe further stated, at \$1.00 a copy from the State office.

Merger Suggested

Some school officials in Cleveland County have proposed a study group to consider merging the three school administrative units in that county, the daily newspaper, Gastonia Gazette, reported on October 26. The three units are Cleveland county, Shelby city, and Kings Mountain city units. The Gazette said the results of a joint meeting of the Shelby and Kings Mountain school boards at Kings Mountain on October 25 were pro and con, with no commitment to immediate action.

In-School Television Class Enrollment Rises In State

Some 39,700 students in 606 classes in North Carolina schools are taking one of the four courses served by North Carolina In-School Television for the 1962-63 school year. This is an increase of about 12 per cent over students participating in the 1961-62 school year. The classes are at 298 schools in 75 of the State's 173 school administrative units.

The four courses are eleventh grade U. S. History, tenth grade World History, ninth grade Physical Science, and eighth grade Mathematics. The courses are televised for half an hour, five days per week except for holidays and scheduled classroom review and test time, September to May.

All four courses are televised by WUNC-TV, Channel 4, at the University of North Carolina, and WUTV, Channel 36, Charlotte. In addition, Physical Science is being televised by WNCT, Channel 9, Greenville, and WECT, Channel 6, Wilmington.

Besides the North Carolina students, 15 classes are participating in the receiving area of the telecasts in Virginia and South Carolina. The out-of-State participation consists of eleven classes in Physical Science, two classes in United States History, and one class each in World History and Mathematics.

(Continued from page 3)

ated in terms of their intended purposes. As the spirit for progress permeates the State, educational emphases will continue to change; facilities, equipment, and teaching aids will continue to undergo changes; teaching techniques will be improved; and most important of all, the attitude of more and more individuals will be characterized by a renewed enthusiasm for continuing to make those changes which give promise of improvement.

Art Consultant Holds Workshops, Sees Needs For More Art Teachers, Manuals, Basal Text

Art education consultant Antony Swider, who joined the State Department of Public Instruction in the newly created position at the start of the 1962-63 school year, held seven workshop meetings for

elementary teachers through October. He plans 38 more in school administrative units through March.

"The elementary teacher," Swider pointed out, "has to teach art in the classroom along with

many other subjects. Under a regulation promulgated this year for grades one through eight, it is suggested that she devote 30 per cent of a six-hour day to teaching art, social studies, science and music. She may handle this time any way she chooses." He said art may serve definite purposes in combination with other subjects. He gave as simple example murals for a school room depicting events of history or of a field trip.

514 Counselors, of whom 218 are Part-Time Serve Junior and Senior High Schools

In a recently published directory of guidance personnel in North Carolina in junior and senior high schools, a total of 514 names and positions are listed. Among these are 296 full-time counselors and guidance directors and 218 part-time counselors.

According to Ella Stephens Barrett, State supervisor of guidance services, these figures represent an "encouraging increase in professional counseling services over last year."

At present 50 full-time supervisors or guidance directors and 246 full-time counselors, a total of 296 full-time personnel, are working in 100 administrative units. Half-time counselors number 61 as the 1962-63 school year began; those less than half-time, 138; and full-time, 19. According to Miss Barrett, the 218 part-time counselors are equivalent to 79 full-time positions. The 296 full-time counselors plus the 79 full-time equivalents make a total of 375 full-time counselors, the largest number of such positions ever filled in North Carolina. This formula involves 514 well-prepared individuals who are currently working in the area of counseling and guidance.

"In recent years," according to Miss Barrett, "enthusiasm and progress in the area of counseling and guidance has been phenomenal, especially in view of assistance through the National Defense Education Act." In 1959-60, a total of 50 administrative units participated in Title V (a)—Guidance, Counseling, and Testing of the NDEA. By 1960-61, the number had increased to 73; and last year the number was 93. This year 100 administrative units are involved. As of last year, 76 per cent of the State's full-time counselors held the North Carolina Graduate Counselor's Certificate.

Significant practices and trends in the area of counseling and guidance are listed by Miss Barrett in the September-October issue of *Guidance Briefs*. Among these, the following are listed:

- More schools are developing plans for continuous follow-up of graduates.
- More effort is being made to develop parent understanding of counseling services; parent-counselor-student conferences are increasing in all schools.
- Better educational planning is in evidence in practically all schools.
- Counselor-initiated and counselor-planned in-service education activities are on the increase.
- High school counselors and college admissions officers are working more cooperatively than ever before.
- Administrators and other staff members increasingly are understanding and appreciating the role of the school counselor.
- In units with high schools too small to have full-time counselors, a definite trend is toward employing counselors to serve more than one school.
- Local schools are becoming increasingly interested in evaluating their guidance programs.
- The most persistent of continuing problems in this area is the lack of trained personnel.

Lack of Art Teachers

North Carolina's greatest lack in the field of art education, Consultant Swider said, is a shortage of art teachers in local administrative units. When art teachers are available, he added, the best way to use them is as consultants to the classroom teachers. "Let the classroom teacher plan the art work, and let the consultant work with her."

The second lack, he mentioned, is a basic art textbook or textbooks for appropriate grade levels. He has been examining art textbooks, and has yet to find one to be recommended as a basal adoption, although some appear promising as supplemental textbooks.

Plan Art Handbooks

A State committee of art educators will begin working on a manual for classroom teachers in grades one through eight, after January 1, the consultant announced. He hopes to have it published before the start of the 1963-64 school year. Later, similar handbooks will be prepared for junior high school and high school art teachers. He said these manuals will provide scope and sequence of activities without repetition or overlapping. He prepared, in October, a duplicated bulletin of ideas for creative work with few materials, emphasizing make-do with items at hand, for use mainly by elementary teachers.

"Art education can enrich the life of every child," he said. "This year is preparatory," he added. "The public schools in the State won't begin to feel the effect of State supervision in art until next year."

Strictness of Elementary Schools In France Is Pictured In Article From French Embassy

Contrast with the easy cooperation of teachers and the initiative of pupils in American public schools is shown in vivid description of strictness of elementary schools in France, in the May 1962 issue of the quarterly magazine "Education in France," published by Cultural Services of the French Embassy, 972 Fifth Avenue, New York 21.

Leo Martinie, Director of the Lycee Annexe of Ermont, France, describes standards of conduct and punishment in the first seven years of French schools, starting with the pupils at age 6. Director Martinie says in his article: "Girls attend the lycee in skirts, wear long-sleeved blouses . . . Boys wear a shirt with a collar and tie . . ."

He describes typical discipline:

"1. Speak to the pupils on the opening day of school and make them well aware of the two words and their meaning: discipline and upbringing . . .

"2. Send a circular home to the parents on the same day to emphasize the essential aspects . . .

"a. A serious offence (insolence, refusal to obey, bad behavior) leads to the pupil's immediate expulsion.

"b. Ordinary breaches of discipline are penalized by penalty points."

The director says, "Bad behavior outside the lycee can also be penalized by penalty points.

The article says 1 to 3 penalty points are awarded according to degree of each offense. An example from one pupil's record shows: November 5, talking in German class 2 points; November 14, restlessness in music class 1 point; November 28, talking in German class 1 point; February 20, insolence 3 points; February 20, incorrectness in music class 2 points; February 25, talking in German class 3 points.

A pupil who acquires 10 points is called into the office of the prin-

cipal for Warning No. 1. The family is notified. "With each warning, the parents have in front of them the complete series of penalties that may be imposed upon their child. A line is drawn through those that do not concern him."

Accumulation of 20 points brings Warning No. 2. "The parents and the pupil are called into the office of the Director, and the pupil is expelled from the school for two days." When a child gets a total of 30 points, Warning No. 3 brings the parents to the Director's office and the child is expelled for three days. A total of 35 points within a school year brings final expulsion from that school.

"The penalty must be given with severity and with a strong appeal to reflection," the director says.

"A card catalogue in alphabetical order is established at the beginning of the year; it is used to keep a current record of penalty points," in the Director's office.

"A firm, dynamic, effective system of discipline is necessary for efficient functioning of a lycee . . . Most of the pupils react against their defects . . . The rhythm of warnings accelerates as the school year progresses. Whereas only 10 to 20 cases are examined during the month of December, the second quarter means 15 to 20 warnings a week, and two to three hours must be devoted each week to this educative work.

"Such work finds its reward in the meritorious efforts made by most of the children who, becoming aware of their weak points, use their willpower to improve and to show that we are right to have confidence in them.

"They begin each year with a blank card. Moreover, consecutive years do not resemble each other: a pupil whose card was very crowded one year can very well present a blank card at the end of the following year; the opposite can also take place."

Stokes Consolidation

Preliminaries to school construction are under way in Stokes County. Two new schools will take the place of the county's eight high schools. The northern high school in the county will be occupied by the high schools of Francisco, Lawsonville, Nancy Reynolds, and Sandy Ridge, with about 450 students. The southern high school will be occupied by the high schools of King, Walnut Cove, Pinnacle and Pine Hall, with about 750 students. Funds for their construction were approved September 15 in a \$2 million school bond referendum, which included \$200,000 for improvements at London School (Negro) at Walnut Cove. All three building projects were projected to start in the near future.

Color Brochure Describes NC's Twenty IEC Centers

"He who hath a trade, hath an estate" was penned by Benjamin Franklin a number of years ago, but only last month the statement was used as the title for the newest publication concerning industrial education centers in North Carolina.

In a 28-page colored brochure, the aims of the I.E.C. are reiterated; costs are described; class hours are discussed; requirements for enrollment are outlined; and availability of courses in the several centers are explained.

In pictures and in narrative form the following areas are portrayed: skilled trades, technical occupations, agricultural technology, distributive education, and home economics education. Other sections of the bulletin include the following: "Definitions of Some Skilled Occupations"; "Other Technician and Trade Curriculums Offered in Industrial Education Centers"; "Typical Agricultural Technology Occupations"; plus a list of the twenty industrial education centers. A colorful map indicating the location of these centers serves as the back page of the brochure.

Freedoms Foundations Medals Go To Three North Carolina Teachers For Citizenship

Three North Carolinians were among the 266 teachers of 41 states and the District of Columbia who received the classroom teachers medal of the Freedoms Foundation at Valley Forge, an-

nounced October 2. Basis of the award was "exceptional service in furthering the cause of responsible citizenship, patriotism and a greater understanding and appreciation" of American life. Nom-

Hamlin Makes Progress Report to SDPI Relative to Vocational Agriculture in N. C.

"North Carolina will likely take the lead in the future growth and improvement of vocational agriculture," declared Dr. H. M. Hamlin in a progress report to the staff of the Department of Public Instruction last month. "We have the leadership, the ideas, and the will to make our State program of agriculture education outstanding in the country."

Dr. Hamlin, an outstanding authority in vocational agricultural education from the University of Illinois, is currently in North Carolina on a special four-months assignment to study vocational agriculture and its possibilities in this State.

Outstanding problems in relation to an ever-improving program in vocational agriculture include the following, according to Dr. Hamlin: swollen enrollments in vocational agriculture in high school; lack of local initiative and responsibility with too much dependence on the State; need for more work with boards of education, counselors, and others; need for more in-service education, especially more graduate work; need for adequate research and development projects; and problems in relation to the consolidation of schools.

"We spend in the United States each year approximately \$250,000,000 on agricultural research; but research is of little value unless people are educated to use it," declared Dr. Hamlin. "In North Carolina only 15 per cent of the teachers of vocational agriculture have Master's degrees. Graduate work is not available to many of them on terms that make it possible."

In looking to the future, Dr. Hamlin discussed three trends which seem to give much promise for improvement. "In the first place, there is a trend toward providing appropriate vocational agriculture for everyone; for example, social studies in quite a few instances is sufficiently oriented toward agriculture that hundreds of pupils are receiving well-balanced information and attitudes toward the importance of agriculture in our economy."

Dr. Hamlin indicated that vocational agriculture is rapidly becoming vocational agriculture in fact as well as in name. "To make it qualify as vocational education, we shall have to provide alternate kinds of agricultural education. It must definitely lead to jobs that exist and to placement in these jobs."

In the third place, Dr. Hamlin stated that there is a significant trend toward more vocational agriculture beyond high school. "We constantly underestimate the needs of adults for education. Educational programs for adults will not only attract much greater numbers, but it will be much more intensive and thorough . . ."

In conclusion, Dr. Hamlin stated: "I am confident, however, that as the American public looks more seriously at the need for vocational-technical education, it will see the crucial place of vocational education in agriculture. I predict that there will be recognition also that, if we intend to acquaint students with their modern environment, we shall see that agriculture is a critically important part of that environment with which any allegedly educated person should be somewhat familiar."

inations may be made by any person and approved by principal and superintendent. Selections are made by a panel of justices of state supreme courts and national heads of patriotic, veterans and service club organizations.

The North Carolina winners are Mrs. Mary Sue Fonville, Needham Broughton High School, Raleigh; Clarence T. Fox, Jr., Bunker Hill High School, Claremont; and Mrs. Alice Wellons, Claxton School, Greensboro. They received the medal and a certificate.

Former President Dwight D. Eisenhower is honorary chairman of the foundation, and Former President Herbert Hoover is honorary president. Retired Admiral Felix B. Stump is vice chairman and chief executive officer, and other distinguished civilian and military retired personnel compose the directors. The Foundation was founded in 1949 to present awards to individuals, organizations and schools for exceptional work in creating and building and understanding of the spirit of the Constitution and the Bill of Rights.

1962-63 Nominations

Nominations for the next awards to teachers must be received by Freedoms Foundation at Valley Forge, Valley Forge, Pennsylvania, not later than December 31, 1962. Active teachers and those who have retired since June, 1959, are eligible for the next awards.

The Foundation announces a series of other awards for the 1963 presentations next year. These are Nathal Hale Youth Awards for patriotic activity by individual high school students in any line of endeavor; American Educators Medal, to school principals, superintendents, and other non-teaching school personnel for "application of intelligent patriotism in their educational leadership; Peter Zenger School Editorial Awards for high school newspapers' patriotic endeavors; and Benjamin Franklin School Awards to schools and school systems adjudged as offering the best planned systemwide citizenship programs accenting individual responsibility.

State School Facts

December, 1962

North Carolina Colleges Enroll 80,804 Students

North Carolina colleges have enrolled 80,804 students this year, 5,603 more than a year ago and nearly double the number enrolled ten years ago, according to figures recently compiled by the State Board of Higher Education.

More than half of the number, 43,419 or 53.7 per cent, enrolled in the 17 public-supported institutions; 37,385 or 56.3 per cent enrolled in the 45 non-public institutions; 37,385 or 56.3 per cent (71,972) of the total are enrolled in the 40 institutions that now offer or will offer next year a four-year curriculum; 10.9 per cent are enrolled in 22 junior (two-year) institutions.

This year's decrease in the number enrolled in two-year institutions is due to the fact that Mars Hill College is re-classified as a senior college, thus decreasing the junior college enrollment in non-public institutions.

The accompanying tables show:

- (1) Annual enrollments since 1946-47 in public and non-public junior and senior-grade institutions; (2) Enrollments by institutions, grouped as to grade and race for a number of selected years for comparative purposes. The number enrolled in 1962-63 is divided as to men and women, and the in-

ENROLLMENT IN NORTH CAROLINA COLLEGES, 1949-50 TO 1962-63 (As of October for Each Year)

I. PUBLIC INSTITUTIONS

INSTITUTION	1949-50	1954-55	1959-60	1960-61	1961-62	1962-63	Men	Women	3-Yr. Inc.	% Inc.
1. Senior-White:										
University.....	7,419	6,061	7,959	8,502	9,082	9,604	7,534	2,070	1,645	20.7
State College.....	4,600	4,280	6,117	6,510	7,117	7,234	7,060	2,04	1,117	18.3
Woman's College.....	2,190	2,340	2,641	2,922	3,139	3,175	3,105	3,470	934	38.4
Appalachian.....	1,260	1,452	2,264	2,467	2,897	3,101	1,287	1,814	837	37.0
East Carolina.....	1,639	2,363	4,045	4,599	5,263	5,662	2,944	2,718	1,617	40.0
Western Carolina.....	608	897	1,501	1,673	1,824	2,121	1,276	845	620	41.3
Pembroke.....	153	161	411	440	570	758	485	273	347	84.4
Total White.....	17,889	17,554	24,938	27,203	29,892	32,055	20,661	11,394	7,117	28.5
—Negro:										
Agricultural & Technical.....	42,832	2,122	2,006	1,913	2,553	2,851	1,814	1,037	845	42.1
N.C.C. at Durham.....	1,146	1,406	1,884	2,129	2,359	2,498	989	1,499	614	32.6
Elizabeth City.....	476	439	546	578	823	880	302	578	334	61.2
Fayetteville.....	538	626	575	743	943	1,045	356	689	470	81.7
Winston-Salem.....	463	796	912	1,017	1,078	1,213	333	880	301	33.0
Total Negro.....	43,455	5,389	5,923	6,380	7,756	8,457	3,804	4,683	2,564	43.3
Total Sr. Public.....	23,344	22,943	30,861	33,583	37,648	40,512	24,465	16,077	9,681	31.4
2. Junior-White:										
Asheville-Biltmore.....	287	308	398	371	442	469	289	180	71	17.8
Charlotte.....	4269	190	641	660	881	1,145	892	233	504	78.6
College of Albemarle.....	293	250	509	609	114	230	133	97	230	58.4
Wilmington.....	135	250	509	609	682	781	496	285	272	58.4
Off-Campus.....	4984	748	1,548	1,640	2,119	2,625	1,810	815	1,077	69.6
Total White.....	4984	748	1,548	1,640	2,119	2,625	1,810	815	1,077	69.6
—Negro:										
Carver.....	54	151	240	230	225	210	72	138	30	—12.5
Wilmington.....	31	25	48	51	64	42	9	33	6	—12.5
Off-Campus.....	85	176	288	281	289	252	81	171	—36	—12.5
Total Jr. Public.....	41,069	924	1,836	1,921	2,408	2,877	1,891	986	1,041	56.7
TOTAL PUBLIC.....	24,413	23,867	32,697	35,504	40,056	43,419	26,356	17,063	9,722	29.7

II. NON-PUBLIC INSTITUTIONS

1. Senior-White:										
Atlantic Christian.....	502	496	1,219	1,126	1,195	1,289	706	583	70	5.7
Belmont Abbey.....	270	270	497	540	563	613	543	70	116	23.3
Black Mountain.....	48	16	49	55	55	61	—	—	—	—
Campbell.....	766	539	767	848	940	1,429	1,221	606	1,727	24.3
Catawba.....	766	539	767	848	940	953	543	186	186	24.3

ENROLLMENT IN NORTH CAROLINA COLLEGES

(As of October for each Year)

I. PUBLIC INSTITUTIONS

Year	Junior	Senior	Total
1946-47	1,246	21,275	22,521
1947-48	915	23,470	24,385
1948-49	997	23,191	24,188
1949-50	1,069	23,344	24,413
1950-51	849	23,080	23,929
1951-52	569	21,389	21,958
1952-53	619	21,798	22,417
1953-54	804	22,140	22,944
1954-55	993	23,488	24,481
1955-56	1,133	24,855	25,988
1956-57	1,302	26,896	28,198
1957-58	1,388	27,106	28,494
1958-59	1,539	28,233	29,772
1959-60	1,836	30,861	32,697
1960-61	1,821	33,583	35,404
1961-62	2,408	37,648	40,056
1962-63	2,877	40,542	43,419

II. NON-PUBLIC INSTITUTIONS

1946-47	5,246	16,336	21,582
1947-48	4,995	17,691	22,686
1948-49	4,662	17,720	22,382
1949-50	4,662	17,294	21,956
1950-51	4,314	16,594	20,908
1951-52	3,660	15,171	18,831
1952-53	3,706	15,307	19,013
1953-54	3,684	16,233	19,917
1954-55*	4,569	16,922	21,491
1955-56	5,139	18,730	23,859
1956-57	5,774	20,536	26,310
1957-58	5,979	21,502	27,481
1958-59	6,200	23,375	29,575
1959-60	6,724	23,601	30,325
1960-61	6,995	24,684	31,679
1961-62	6,808	28,637	35,445
1962-63	5,955	31,430	37,385

III. TOTAL INSTITUTIONS

1946-47	6,492	37,611	44,103
1947-48	5,910	41,161	47,071
1948-49	5,659	40,911	46,570
1949-50	5,731	40,638	46,369
1950-51	5,163	39,674	44,837
1951-52	4,229	36,510	40,739
1952-53	4,325	37,045	41,370
1953-54	4,488	38,423	42,911
1954-55	5,562	40,405	45,967
1955-56	6,272	43,555	49,827
1956-57	7,106	47,432	54,538
1957-58	7,287	48,608	55,895
1958-59	7,959	51,698	59,657
1959-60	8,560	54,462	63,022
1960-61	8,916	58,267	67,183
1961-62	8,916	66,255	75,201
1962-63	8,832	71,972	80,804

* Includes Bible Schools this year and after.

Metronist 152

Montreat-Anderson 181

N. C. Wesleyan 324

Pfeiffer 324

Queens 377

Salem 323

St. Andrews 336

Wake Forest 2,172

Total White 14,353

Barber Scotia 156

Bennett 482

Johnson C. Smith U. 697

Livingston 351

Shaw University 802

St. Augustines 453

Total Negro 2,941

Total Sr. Non-Public 17,294

Belmont Abbey 159

Brevard 405

Campbell 362

Chowan 127

Gardner-Webb 430

Lees-McRae 254

Louisburg 214

Mars Hill 910

Mitchell 272

Montreat-Anderson 117

Mount Olive Junior 79

Oak Ridge Military 230

Peace 289

Pineand-E.M.J. 65

Presbyterian 165

Sacred Heart Junior 51

St. Genevieve 80

St. Mary's Junior 215

Warren Wilson 82

Wingate 224

Total White 4,613

Immanuel Lutheran 49

Total Jr. Non-Public 4,662

Southeastern Baptist 376

John Wesley 164

Piedmont Bible 69

Southern Pilgrim 609

Total Bible 3,167

TOTAL NON-PUBLIC 21,956

Total Senior 40,638

Total Junior 5,731

Total Bible 609

Grand Total 46,369

Men 30,330

Women 16,039

Total Senior 39,865

Total Junior 5,493

Total Bible 609

Grand Total 46,369

Men 30,330

Women 16,039

III. SUMMARY — PUBLIC AND NON-PUBLIC

1946-47	6,492	37,611	44,103
1947-48	5,910	41,161	47,071
1948-49	5,659	40,911	46,570
1949-50	5,731	40,638	46,369
1950-51	5,163	39,674	44,837
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1959-60	8,560	54,462	63,022
1960-61	8,916	58,267	67,183
1961-62	8,916	66,255	75,201
1962-63	8,832	71,972	80,804

a. Includes those not classified as regular college students. * Junior college this year.

** Not operating. *** Senior college this year. + Data not available.

New Curriculum Guides and Other Publications To Be Issued By Department During Ensuing Year

Plans are being made for the issuance of a number of new curriculum guides and other printed publications by the State Department of Public Instruction during the ensuing year, according to L. H. Jobe, director of publications.

The Division of Instructional Services has recently initiated plans for revising many of the curriculum guides now issued for use in the public schools. This work is under the general direction of Dr. Joseph M. Johnston, supervision of curriculum development.

Already, Dr. Johnston reports, a new curriculum guide in Modern Foreign Languages has been issued. A small bulletin concerning Teaching About Communism has also been distributed for use of teachers of the social studies in the high school. Work has begun on revisions of the guides in Business Education, Mathematics, Language Arts, Social Studies, Art Education, and Physical Education. Materials for new curriculum bulletins in Industrial Arts, Music, Junior High School Science, and the Education of Exceptional Children are being prepared for initial use. Other areas of the curriculum will be included in plans for the preparation of guides as time and opportunity becomes available, Dr. Johnston reports.

In addition to the new curriculum guides underway, it is planned to issue a number of curriculum related publications, according to Jobe. Both "The Twelve Year Program in North Carolina" and "The Handbook for Elementary and Secondary Schools" are out-of-print and need revision. The first-named will be revised, and a number of publications will take the place of the second. Already one of these, "Standards for Accreditation of Elementary Schools" has been released. Two others in this series, "Standards for the Accreditation of Junior High Schools" and "Standards for the Accreditation of High Schools" will be available this month.

Other publications already issued or to be issued in the near future, according to Jobe, are the Educational Directory, 1962-63, Biennial Report, Part I, 1960-62, About Going to College, The Schools and Civil Defense, Teacher Screening and Observation Manual, Standards and Guidelines for the Approval of Institutions and Programs of Teacher Education, and teaching in North Carolina.

All the curriculum guides have been or will be prepared through the cooperation of all persons interested in the growth and development of public education in North Carolina. Public school teachers, supervisors, school administrators, college personnel, and lay citizens will make contributions. Committees composed of representatives from these groups have been or will be formed to assist personnel of the State Department of Public Instruction in the preparation of these various publications. Ideas and suggestions from persons not members of the committees will be welcome, Dr. Johnston stated.

Driver Blames Seat Cushion For School Bus Accident

In Stokes County on October 2, about 3:25 p.m., a school bus overturned about half a mile from Nancy Reynolds School, on North Carolina Route 66. State Highway Patrolman W. C. Blalock, who investigated the accident, said the driver, Johnny Dee Calhoun, 17, of Westfield, Route 1, lost control of the bus when he fell from his seat on a sharp, downgrade curve. Blalock said an air cushion on the seat slipped, causing Calhoun to fall. Patrolman Blalock added that school bus regulations prohibit the use of unauthorized cushions. Eight school children, ages 8 through 15, were treated for scratches and bruises at Stokes-Reynolds Hospital in Danbury.

F.B.I. To Issue Materials

Within the near future the Federal Bureau of Investigation will issue to all high schools in North Carolina materials which may be of use in the social studies classes. Included will be two articles pertaining to the F.B.I. and four articles about communism, written by the Director J. Edgar Hoover. The materials will be addressed to the principal of each school. It is suggested that the principal examine materials and then refer them to the social studies teachers of the respective schools.

Freeman Elected Secretary N. C. College Conference

Dr. J. P. Freeman, director of the division of professional services, State Department of Public Instruction, was elected secretary-treasurer of the North Carolina College Conference at its annual meeting held November 1-2 in Raleigh.

Other officers elected were J. Earl Danieleley, Elon College, president; and A. F. Jackson, A. and T. College, vice-president. Mildred Council, Mount Olive Junior College, Nelson H. Harris, Shaw University; and James E. Hillman, State Department of Public Instruction, were elected to the Executive Committee.

Dr. Freeman succeeds Dr. James E. Hillman, who has been secretary-treasurer of the Conference since 1935-36, except for 1958-59 when he served as its president. He has also been a member of the Committee on Standards since 1924 and a member of the Executive Committee since 1935-36.

The annual meeting of the Conference held in November was the first meeting under the new organization open to membership from all North Carolina institutions of higher learning. The North Carolina Conference and the North Carolina Negro College Conference merged to form the new organization.

146 Schools Offered Summer School Work In 1962

One hundred and forty-six public high schools of the State offered courses during the summer of 1962, according to a recent survey by the State Department of Public Instruction.

A total of 19,492 students took work, either make-up or new courses, during this period. In 143 schools in which make-up courses were offered, 15,083 students enrolled. In 79 schools in which new courses were offered, 4,409 students enrolled. During this period, 823 students completed the requirements for graduation.

Courses offered in all the schools corresponded to those offered during the regular term, although particular schools offered only those courses for which there was a demand.

Since the State and very few local units do not provide funds for operating summer schools, the great majority of such summer work was supported by fees paid by the students. These fees ranged from less than \$21 per student to \$80.

According to State Superintendent Charles F. Carroll, the summer school offers one of the best ways for expanding the school curriculum. Many boys and girls who otherwise are not occupied during the summer months are provided with opportunities not only for make-up work, but also for enriching their learning experiences. The summer school also offers opportunity for utilizing the school staff and the school plant at no great increase in cost.

NCEA Concludes Ten Regional Conferences; Thirty Area Meetings Scheduled for Winter

Outstanding speakers, exhibits, demonstrations, and professional meetings of all divisions and departments of the North Carolina Education Association were held in each of the State's ten NCEA districts during the fall. More than 16,000 teachers, administrators, and supervisors attended these regional meetings.

According to Dr. A. C. Dawson, executive secretary of the NCEA, "Enthusiasm and concern for improving education in North Carolina, as evidenced in these meetings, is now at its highest level in the history of the State. Teachers and administrators are searching eagerly for ways to improve educational opportunities throughout the State."

Guest speakers at the general sessions included Philip Geary, Fellow in the Royal Geographic Society, who spoke at five meetings on "Education, Door to International Understanding." Other guest speakers included Dr. John Otts, professor of education, University of North Carolina; Dr. William H. Cartwright, Chairman of the education department, Duke University; Dr. Marguerite Fisher, social studies professor, Syracuse University; and Ivan Botell, Pennsylvania journalist, who spoke at two general sessions.

North Carolina officials who also addressed each assembly were State Superintendent Charles F. Carroll; Dan S. Davis, president of the NCEA; and Bert Ishee, NEA director.

Regional meetings were held in Burlington, North Wilkesboro, Asheville, Hickory, Charlotte, Raleigh, Wilmington, Lexington, Rocky Mount, and Kinston.

Thirty meetings have been arranged for January and February throughout the State area conferences with emphasis on professional improvement, according to Mrs. Phoebe Emmons, field worker for the NCEA. These meetings, scheduled from four to eight o'clock, will include discussions on ways of strengthening the professional life of each teacher as well as ways of cooperating in the realization of NEA and NCEA legislative goals.

Manpower Training Supervisor For State Assumes Duties

Filling the new position of Supervisor of Manpower Development Training, in the Division of Vocational Education, is Hyman S. Proctor. He served in the State Department of Public Instruction also in 1946, as an instructor in adult programs of distributive education. From late 1946 until he rejoined the Department on October 1, 1962 he was in retail clothing business in Raleigh. He is a graduate of the College of William and Mary, with bachelor of science degree in business administration. He is a native of Pitt County, North Carolina.

Proctor is responsible for the State-level supervision of education programs being planned under the Manpower Development and Training Act of 1962, Public Law 87-415, enacted in the past session of Congress. Under this act, state departments of public instruction are to supervise class instruction and on-the-job training of unemployed and underemployed persons. State employment services are to recruit, test and assign eligible persons to appropriate training and provide on-the-job and employment placement.

North Carolina proposes to start training under the Manpower Act at Industrial Education Centers and in on-the-job training, Proctor said. Eventually other facilities, public and non-public, might be used. Manpower training will be without cost to trainees. All funds come from the federal government until June 30, 1965. Thereafter, the State must match federal funds.

Training will be for occupations in the labor market of the area where the trainees reside. Within funds available and when feasible, training may be for vacancies elsewhere in the State.

Training for upgrading and updating of skills of low-skilled workers may be permitted when class capacity is not filled by unemployed and underemployed persons.

Seniors From 108 Schools In State Qualify For Merit Scholarship Final Examination

Two hundred and sixty-one seniors at 108 high schools in North Carolina were semifinalists in the National Merit Scholarship examinations for 1962-63. The national semifinalists were chosen in an examination last spring at some 10,000 locations in the country, to become eligible for the three-hour Scholastic Aptitude Test of the College Entrance Examination Board on December 1, 1962.

About 97 per cent of the semifinalists have become finalists in past years. In the final competition, the high school grades, creative accomplishments, leadership qualities, co-curricular activities, and school citizenship are evaluated with scores on the tests. In 1962 about 1,050 merit scholarships were awarded through the national program.

North Carolina seniors eligible for the final examination represented the following schools, listed alphabetically by post office: Arden, Christ School; Asheboro High; Asheville, A. C. Reynolds High, Asheville Country Day School, Asheville School for Boys, Ben Lippen Boys' School; Belmont High, and Sacred Heart Academy; Bethel High; Boone, Appalachian High; Brevard Senior High; Burlington, W. M. Williams High; Burnsville, East Yancey High; Camp Lejeune High; Chapel Hill High; Charlotte Catholic High; Charlotte Country Day School, East Mecklenburg High, Garinger High, Harry P. Harding High, Myers Park High, West Mecklenburg High; China Grove, South Rowan Senior High; Concord High; Crossnore High; Dunn High School; Durham High, Northern High, Southern High; Elizabeth City High; Elizabethtown High; Fayetteville Senior High; Forest City, Cool Springs High, Chase High; Franklin High; Garner High; Gastonia, Ashley High; Goldsboro High; Graham High, Southern High; Granite Falls High; Greensboro, Curry School, Greensboro Senior High, Notre Dame High, Walter Page Senior

High; Greenville, Junius H. Rose High; Guilford College, Guilford High; Havelock High; Hendersonville High; Hickory, Central High School; Hickory, Claremont Central High; High Point High; Hildebran High; Huntersville, North Mecklenburg Senior High; Jacksonville High; Jamestown, Lucy C. Ragsdale High; Kannapolis, A. L. Brown High; Kernersville High School; Lenoir, Lenoir High; Lexington Senior High; Lumberton High; Marshville, Forest Hills High; Mebane High; Monroe High; Mooresville Senior High; Mount Airy High; Mount Gilead, West Montgomery High; Mount Holly High; New Bern High; Newton, Fred T. Foard High, Newton - Conover High; North Wilkesboro, Wilkes Central High.

Oxford High School; Pineville, South Mecklenburg High; Raleigh, Needham Broughton High, Cathedral High, Peace College High, Saint Mary's Junior College High, Reidsville Senior High; Rockingham High; Rocky Mount Senior High; Roxboro High; Rutherfordton - Spindale High; Salisbury, Boydon High; Selma High; Shelby Senior High; Smyrna High; Southern Pines High; Statesville Senior High; Swannanoa, Charles D. Owens High; Sylva, Sylva-Webster High; Tarboro High; Teachey's, Wallace-Rose Hill High; Thomasville Senior High; Tryon High; Wagram High; Walnut Cove High; Waynesville, Bethel High, and Waynesville High; Wilmington, New Hanover High; Wilson, Fike Senior High; and Winston-Salem, Mineral Springs High, Reynolds High, Salem Academy.

About April 24, 1963, the names of the Merit Scholars will be announced. Each merit scholarship is a four-year award to cover undergraduate college expense. The National Merit Scholarship Corporation describes the scholarships as "a form of educational insurance, because the amount of the stipend will be increased at any time . . . there is a significant

Home Economics Department Planning Guide Is Issued

"The Home Economics Department—Its Equipment and Furnishings," a 33-page "guide for school administrators and architects in planning and equipping a home economics department and . . . aid in helping home economics teachers use the department facilities more effectively as a pupil-learning situation," was distributed to all superintendents and home economics teachers in the State prior to the fall opening of schools.

The publication, dated July 25, 1962, was prepared jointly by the home economics supervisory staff and members of the Division of School Planning, State Department of Public Instruction. It provides guidelines for creating, maintaining, and using home economics facilities at schools. Topics include color, decorative treatments, furnishings, windows, safety, and equipment. Quantities of equipment items for instructional areas are listed.

"Equipment and furnishings should be of the type that is within reach of the majority of families in the community and should reflect the varied income levels represented," the guide comments. The home economics department in high schools should serve as a "basis from which pupils and adults may develop judgment in making selections for themselves and their homes," and "a contributing factor to the improvement of family living in the community."

change" in the student's financial situation. Depending on students' need, stipends range to a maximum of \$6,000 for four years. Usually additional award is made to the college of the student's choice. Average payment to students now is \$850 per year.

Finalists designate the college they wish to attend and the course of study they plan to pursue. They must arrange with the college for their own entrance, and must meet all entrance requirements of the college.

NCTA Administrators And Supervisors Meet, Study Roles In Raising Proficiency Of Pupils

"Toward Proficiency in Pupil Performance" was the theme developed at the third annual meeting of the Division of Administrators and Supervisors of the North Carolina Teachers Association, in Fayetteville, November 13 and 14.

Dr. Joseph M. Johnston, supervisor of curriculum development, State Department of Public Instruction, spoke at the opening general session on roles of administrators, supervisors, and teachers in raising pupil performance. Dr. Deborah P. Wolfe of the U. S. Office of Education spoke on the conference theme at the closing session.

Various panel and discussion meetings of interest groups were led by invited educators. These leaders included Dr. Paul R. Daniel, supervisor of the Temple University laboratory school of reading, Philadelphia, Pennsylvania; Dr. Willard S. Swiers, assistant superintendent of Fayetteville city schools; and the following members of the State Department of Public Instruction: Dr. Allen R. Cohen, consulting psychologist in education for exceptional children; Charles E. Spencer, State supervisor of school health and physical education; and Frank Weaver, supervisor in elementary education.

The discussion topics, as listed on the conference program, included: "providing for the gifted and the slow learners; remedial reading practices; recent developments in planning, conducting and evaluating field trips; athletics and physical fitness, an integral part of the total school program; how the supervisory responsibility of the principal can become maximally effective; unified instruction in grades 1-12; the ungraded school."

Mayor Robert H. Butler brought greetings to the convention from the citizens of Fayetteville. The chairman of the Division of Administrators and Supervisors is Edward M. Holley of Sanford, principal of Lee Elementary School, Lee County.

Board Authorizes Basal Textbook Adoptions

Adoption of new basal textbooks was authorized by the State Board of Education at its regular meeting November 1.

The Board authorized the Textbook Commission to submit recommendations for new texts in handwriting, grades 1-8; social studies, grades 4-8; spelling, grades 2-12; English, grades 9-12; and geometry, high school use.

In accordance with law, it is the duty of the Textbook Commission to evaluate all textbooks submitted for adoption. Each member of this 12-member body shall make a written report on each book offered. On the basis of such reports and other information provided by the publisher, the State Board and the Commission jointly select those titles for which bids will be requested. The Board makes the adoption.

Nine North Carolina Secondary Schools Accredited by Southern Association

Nine North Carolina secondary schools were admitted into membership of the Southern Association of Colleges and Schools at its annual meeting, which was held in Dallas, Texas, late in November, according to Dr. Jack Horne of East Carolina College, who serves as the State's representative in the Association.

Dr. Joseph M. Johnston of the State Department of Public Instruction is chairman-elect of the Commission on Secondary Schools of the Association. J. L. Cashwell was re-elected as a member of the Commission on Colleges.

Schools accredited by the SACS include Wake Forest High School; Surry Central High, Dobson; Guilford High, Guilford College; Lucy Ragsdale High, Jamestown; Jamesville High, Jamesville;

New Federal Law Bars Loans To Pro-Communist Students

A law signed by President Kennedy on October 16 provides for federal prosecution of any member of an organization identified as Communist-controlled by the Subversive Activities Control Board who applies for or uses any federally sponsored scholarship or loan.

The new measure, Public Law 87-835, repeals the requirement for a disclaimer affidavit in the National Defense Education Act student loan program. However, it requires a general oath to uphold and defend the Constitution, and a detailed statement by each applicant of any convictions for crime except those occurring when the applicant was under 16 years of age, and traffic infractions resulting in a fine of \$25 or less.

The law also provides for refusing or revoking any Federal loan or fellowship "in the best interest of the United States."

Mooresville Junior High; North Surry High, Mt. Airy; Berkley High, Aberdeen; and York Road Junior-Senior High, Charlotte.

Before applying for membership in the SACS, each school undertook a detailed self-evaluation study and was later visited by a Statewide evaluation committee.

Congratulations to each of these secondary schools which, through careful study and specific planning for continued improvement, has been accepted into this regional accrediting association. Membership in the Southern Association is indeed a well-deserved honor, privilege, and benefit to all schools which prove themselves worthy of belonging. Though membership is a symbol of progress, it is primarily a challenge for continued improvement.

"Handbook for NC School Board Members" Distributed to Groups Throughout State

A *Handbook for North Carolina School Board Members*, edited by W. O. Fields, Jr., executive secretary of the N. C. State School Boards Association, Inc., was distributed widely throughout the State last month. Guy B. Phillips, Dean Emeritus of the University of North Carolina School of Education, served as editorial consultant.

Objectives of the Handbook are: To create a fuller awareness of the responsibilities of the individual school board member; to stimulate the growth and development of the school board as a legal entity; to help define the relationship of the school board to professional personnel; to relate the functions of school boards to the entire program of public education; and to present concise information and factual data as a reference source for board members.

"Members of boards of education are in the key position to lead to a more adequate achievement of total educational effectiveness," declared Phillips in the foreword of the Handbook. "These boards serve as directors of the most important public service in the State . . . This publication has been prepared as a means to improve the philosophy and practice in school administration as related to school board service."

Contents of the *Handbook* include the following chapters:

- The Organization of Public Education
- The Local Board of Education
- Policies, Rules and Regulations of the Board of Education
- The Board of Education Meeting
- The Board of Education and the Superintendent
- The Board of Education, the Staff and the Students
- The Instructional Program
- School Plant and Facilities
- Auxiliary Services
- School Finance
- The Board of Education and Public Relations

- The Board of Education and the School District
- The North Carolina State School Boards Association

Guide for Teaching French, German, Spanish is Issued

A curriculum guide for teaching of French, German, and Spanish in grades 9 through 12 of the public schools of North Carolina was issued in October. It is Publication Number 338 of the State Department of Public Instruction, Raleigh. The title is "Modern Foreign Languages—A Four-Year Program (Grades 9-12): French, German, Spanish." It has eighty printed pages.

This guide describes the scope and emphases of language instruction in the curriculum of North Carolina high schools, the objectives to be obtained in student accomplishment, principles of language learning, methods of teaching students to listen, pronounce and intonate, understand, speak, read and write a language. It describes the use of aural and audiovisual materials, cultural information materials, and the guiding principles for teaching grammatical structure of languages. It also describes the four-year programs of grades 9 through 12 in French, German, and Spanish. An extensive bibliography lists materials and sources for aural and audiovisual instruction, books and bulletins for teachers, and suggested books for foreign language clubs including stories, dialogues, skits, short plays, and club manuals.

Credits to numerous contributors are included in the acknowledgments section of the guide. Preparation was under the supervision of Mrs. Tora Ladu, Supervisor of Modern Foreign Languages, State Department of Public Instruction. This curriculum guide is priced at fifty cents per copy to schools and individuals, to offset the publishing costs.

Weaver Receives Doctorate From Pennsylvania State

Frank Byrd Weaver, elementary supervisor for Negro schools in the southcentral section of North Carolina, was awarded his D. ED. degree from Pennsylvania State University in the summer. His dissertation title is "The Effect of a Teacher's In-Service Education Program on Pupils' Adjustment."

Dr. Weaver has been principal of the consolidated elementary schools in Robeson and Willow Grove, Edgecombe County, and an elementary teacher in Warren and Edgecombe county schools.

Weaver's undergraduate work was completed at Fayetteville State College; his Master's degree was earned at Teachers College, Columbia University.

Mooreville School Issue Public Relations Letter

Newsletter, Volume I, Number I, a "house organ" of the Mooreville City Schools, was distributed among staff, school board members, county commissioners, and other interested persons early in September. "The purpose of this Newsletter," according to Superintendent Roland R. Moragn, "is to help members of the staff keep in closer touch with each other and the activities going on in our school system."

The four-page, printed bulletin includes three features on page one: "From the Superintendent's Desk," "From the Supervisor's Desk," and "From the Principal's Desk." Each month a different principal will edit the latter column, which in September was written by D. H. Peiffer, principal of the senior high school.

New staff members are introduced through short biographical paragraphs; coming events are announced; professional activities are discussed briefly; and recent progress in the Mooreville schools is mentioned. A feature article, "Nine Basic Needs of Children," is also included.

According to Superintendent Morgan, the bulletin will be published monthly throughout the school year.

The Attorney General Rules...

Public Schools, School Cafeterias: School Cafeterias Furnishing Food to Civic Clubs and Public Meetings

In reply to your recent inquiry:
You submit three questions to our office, as follows:

- “(1) as to whether school cafeterias may, under any condition, be used for purposes other than ‘the convenience of teachers, school officers, and pupils of the said school’ during the hours of the regular school day;
- “(2) as to whether boards of education, under the provisions of G. S. 115-133 have authority to adopt rules and regulations making the cafeteria facilities available to civic clubs and other community organizations; and
- “(3) as to whether school cafeterias might be used for supper and evening meetings for student activities, teachers’ meetings, meetings of the board of education, and similar school-related meetings.”

At first I thought that G. S. 66-58 applied to school cafeterias. This section, as you know, prohibits State agencies from engaging in business which would be in competition with private business. However, subsection (c) (9) states that the provisions of subsection (a) shall not prohibit the operation by the public schools of school cafeterias. However, G. S. 115-51, which authorizes lunchrooms and cafeterias, states that they may be operated “for the convenience of teachers, school officers, and pupils of the said school.” This expression of the purposes of operation of lunchrooms and cafeterias in my opinion is controlling and is not in anywise affected by G.S. 115-133, which gives boards of education power to regulate the use of school buildings for civic or community meetings. The use of the school buildings for civic and community meetings does not draw within its scope and consideration the serving of meals by school cafeterias to the persons attending such meetings.

I answer your first question to the effect that school cafeterias cannot under any condition be used for purposes other than “the convenience of teachers, school officers, and the pupils of the said school.”

I answer your second question to the effect that boards of education cannot under the provisions of G. S. 115-133 adopt rules and regulations making the school cafeteria facilities available to civic clubs and other community organizations.

I answer your third question to the effect that school cafeterias can be used for supper and evening meetings of school activities, teachers’ meetings, meetings of the board of education, and similar school-related meetings.

The boards of education would have authority to grant permission for the use of the facilities for the purposes stated in Question No. 3. Attorney General, October 17, 1962.

Research Implications for Curriculum Topic for Deliberation by 300 Supervisors

Three hundred educational supervisors and others interested in North Carolina’s public schools participated in the annual conference of the Division of Supervisors and Directors of Instruction of the NCEA, which met in Pinehurst, November 28-30. Dr. Robert C. Hanes, president of the organization, served as program coordinator and presided over all general sessions.

“Research Implications for the Curriculum” was the theme around which major addresses, discussion sessions, and panels were planned. Two major clinic sessions dealt with “What Research Says About the Nature of Learning” and “What Research Says about Creativity and Critical Thinking.” Each of these clinics was followed

Regional Workshops Held For Classroom TV Teachers

Three regional educational television workshops were held in November under the supervision of John Hawes, TV consultant for the State Department of Public Instruction. Assisting Hawes was Betty Smith, recently appointed associate in this division.

Purpose of the workshops was to assist classroom television teachers in planning better learning situations for pupils who are being taught through pre-planned televised lessons.

“Communication, the Key to Education,” served as the theme for each of the conferences, which were held in Charlotte, Raleigh, and Jacksonville. Only physical science teachers participated in the Jacksonville meeting, according to Hawes.

Approximately 250 classroom TV teachers took part in these workshops.

by discussion groups in the area of what research says about school organization, teaching techniques, materials of instruction, and evaluation of learning.

The discussion groups following the second clinic dealt with what research says about creativity and critical thinking in the areas of social studies, language arts, fine arts, and math and science.

Dr. Bowers, former education professor at the University of North Carolina, now of Northwestern University, addressed the group at its opening session on “Education Research.”

The conference provided time for orientation of new supervisors, for visitations to schools and art exhibits, and for a reception honoring new supervisors.

LOOKING BACK

In previous numbers of the
North Carolina Public School Bulletin

December, 1957

Mr. Anne W. Maley, North Carolina's State Supervisor of School Lunch, was named President-elect of the American School Food Service Association at its annual convention in St. Louis on November 11-14.

E. N. Howell, principal of the Swannanoa School for 32 years, died on October 16 of a heart attack.

December, 1952

Food assistance provided North Carolina public schools through the school lunch program by the U. S. Department of Agriculture amounted to \$3,005,949 during the 1951-52 school year.

December, 1947

J. T. Barnes, supervisor of physical reclamation of the Rehabilitation department of the Division of Vocational Education, recently resigned to become the first full-time executive secretary of the Medical Society of the State.

December, 1942

Ralph J. Andrews, recently director of health and physical education at Western Carolina Teachers College, 1942-43 president of the N.C.A.H.P.E.R., has been employed by the Department of Public Instruction to give full time assistance to the Victory Corps organization and to various correlated aspects of physical education and health.

Teachers and students may assist in the collection of war records now, rather than wait until the end of the War, according to a plan recently inaugurated by the N. C. Historical Commission in cooperation with the State Office of Civilian Defense.

December, 1937

At the request of the North Carolina Congress of Parents and Teachers, a bulletin has been prepared by the University Extension Division discussing "Our North Carolina Schools."

Lela Byers New President N. C. Kindergarten Asso.

Mrs. Lela Byers of Canton was elected president of the North Carolina Kindergarten Association at its annual two-day meeting in Raleigh last month. She succeeds Mrs. Reva Farrell of Fayetteville, who served as president last year.

University of Virginia Awards Ph.D. to Flynn

Paul Flynn, supervisor of audiovisual education for the State Department of Public Instruction, was awarded his doctor's degree in educational administration at the University of Virginia late in August. Flynn's dissertation was titled, "Correlation of Form Memory and Academic Achievement."

Flynn's undergraduate work was done at Lincoln Memorial University; and his master's degree was earned at the University of Virginia in elementary education.

Prior to joining the Department of Public Instruction in 1961, Flynn was director of audiovisual services at the University of Virginia; and earlier director of audiovisual education in the Falls Church city schools.

Governor Sanford Appoints Textbook Commission

Governor Terry Sanford last month appointed members to the State Textbook Commission, whose terms will expire April 1, 1965.

These new members were administered the oath of office by Associate Justice Susie Sharpe of the State Supreme Court on Monday, November 12.

Members are Chairman Philip J. Weaver of Greensboro, Clyde Pressley of Leaksville-Spray, Reba Proctor of Rocky Mount, Elizabeth Putnam of Boone, Mrs. Dorothy Y. Zimmerman of Yanceyville, J. Q. Holliday of Raleigh, Mrs. Helen Rhyne Marvin of Gastonia, Mrs. Catherine D. Penny of Durham, Mrs. Sarah Hamilton Richbourg of Lumberton, Mrs. Lalluce Williams of Fayetteville, Mrs. Nina DuBruhl Clark of Asheville, and Mary B. Thompson of Charlotte.

MAKING TODAY'S NEWS

Pasquotank. Complete consolidation of the Pasquotank County and Elizabeth City school systems is strongly recommended in the report of a team of educational experts which is being revealed in *The Daily Advance* today for the first time. *The Daily Advance*, Nov. 9.

Columbus. Columbus County voters Tuesday approved a \$2 million bond issue to improve county and Whiteville District schools but turned down a proposed \$850,000 bond issue to modernize Columbus County Hospital. *The Wilmington Star*, Nov. 7.

Winston-Salem. The joint committee on school consolidation met yesterday for the first time in 19 months and strongly indicated it will put the school merger question to the voters early next year. *Winston-Salem Journal*, Nov. 10.

Charlotte - Mecklenburg. The Charlotte-Mecklenburg Board of Education is expected to approve tomorrow the purchase of 15 additional mobile classroom units, six of which would be assembled by the first of the year. *Charlotte News*, Nov. 12.

Hertford. A 12-week (s) course in electric and acetylene welding is now being conducted for 24 adults at the Ahoskie High School vocational agriculture shop on Tuesday and Friday nights. *The Hertford County Herald*, Nov. 5.

Pitt. Four courses in adult education will be offered in Grimesland this winter, it was announced today. *Greenville Reflector*, Nov. 10.

Rocky Mount. The Rocky Mount School Board has applied for a building permit to construct an eight-room addition to overcrowded Fairview School at a cost of \$86,744. *The Evening Telegram*, Nov. 8.

Wayne. W. L. Lathan of the State Department of Public Instruction was in Goldsboro today working with R. S. Proctor, superintendent of Wayne County Schools, in drawing up application for federal funds for six additional classrooms at Meadow Lane School. *The News-Argus*, Nov. 13.

Chief School Officers Discuss Federal Programs, Library Development, Data Processing and Forms

The Council of Chief State School Officers meeting at Miami Beach, Florida, during Thanksgiving holidays, adopted a resolution calling for bipartisan sponsorship of any federal legislation for aid to public education. The resolution also called for assuring that any federal funds for general aid to schools be regarded as state money available for any purposes for which the state spends its own money; for proportionately more to poor states, and for preventing such funds from being used as a substitute for state or local funds.

Main topics of the meeting were improvement of elementary and secondary education; accreditation; curriculum development; teacher education and certification; state responsibility for educational research; and data processing in state departments of education.

The meeting was attended by representatives of departments of education in 47 states and four of the five territories. Deputy U. S. Commissioner of Education Wayne O. Reed, serving as acting commissioner at the time, described the organization of the U. S. Office of Education to the group.

Library Report

Mrs. Mary Frances Kennon Johnson, who was director of the School Library Development Project of the American Association of School Librarians, from its inception in January 1961 to its completion on July 31, 1962, described the project to the Council. Mrs. Johnson was the associate supervisor of School Library Services, North Carolina State Department of Public Instruction, before she joined the AASL project. She now is supervising the Curriculum Laboratory at the Woman's College of the University of North Carolina at Greensboro. She was introduced by Dr. Charles F.

Carroll, North Carolina State Superintendent of Public Instruction.

William G. Carr, executive secretary of the National Education Association, described a current study that will report how schools in the various states are teaching about communism. He also discussed international relations and world-wide cooperation among educators, as a field for development, including possibly a world confederation of the teaching profession for an estimated total of about four million teachers throughout the world.

Data Processing

In discussion of data processing by machine, the state of Florida was described as a leader. It has a current project to reduce the variety of official forms used statewide from a former high of 431 to a final number of approximately 25.

Courses for Unemployed and Underemployed Begin In State Under Federal Manpower Development Act

Approval of the first courses for North Carolina unemployed and underemployed persons under the Federal Manpower Development and Training Act was announced by the State Employment Security Commission on November 26. One course will be given at the Asheville-Buncombe Industrial Education Center, Asheville, and two courses will be given at the Central Industrial Education Center, Charlotte.

The Asheville course, scheduled to start January 7, will train 30 stenographers for 35 weeks. The Charlotte courses, to start later, will train 20 chemist assistants for 50 weeks, and 20 machine operators for 36 weeks.

The Employment Security Commission said that other courses awaiting approval are in various stages of planning for Albemarle, Burlington, Concord, Gastonia,

“EDPM”
Who says data processing computers don't make mistakes?

When officials at Myers Park High School, in Charlotte, decided to use a computer to process 1,500 student class schedules, the computer created more problems than it solved. One girl had three lunch periods every day; another was scheduled to eat lunch at 8:45 in the morning. A boy who failed first-year French three times, was promoted to French IV.

All of which proves that Leo Kornfeld knows his business. Two months ago, this data processing consultant was interviewed in the SCHOOL MANAGEMENT feature, “What every schoolman should know about data processing —Part I.” Said Kornfeld: “The initials ‘EPDM’ stand for ‘Electronic Data Processing Machine,’ but they can also be interpreted to mean, ‘Every Damned Problem Magnified!’” — School Management.

Greensboro and High Point, Kannapolis, Rockingham (city), and Salisbury areas, and that additional courses are planned for Asheville and Charlotte.

Federal funds of \$1,608,000 designated for North Carolina use under the Manpower Act were announced by the Commission previously. Most of the funds will be paid through the Commission as weekly subsistence of \$22, the average unemployment compensation in North Carolina. Persons eligible for the training and the subsistence payments must be referred to the courses by the State Employment Security Commission. They must be unemployed or underemployed persons who cannot expect to earn a livable income without further training for employment, or heads of farm families having a net income below \$1,200 per year.

Superintendent Carroll Says...

(Excerpts from an address at the Special Education Conference, Durham, November 30, 1962.)

The expectation of almost all communities in North Carolina today is that all children of school age will attend school. We have come to believe that every child in our State, regardless of his handicap or ability, should have the right to go to school and the right to an educational opportunity consistent with his capacity to learn.

Many of the improvements that have been made in recent years have been obscured by other sociological factors representing similar change and progress. Some of these improvements are shown by an increased emphasis upon individual differences. Recognition of pupil deviations is exemplified by many changes. Courses of study are becoming sufficiently diversified to challenge both slow and rapid learners. Better diagnostic, guidance and counseling services are in evidence. Automated learning is receiving increased attention. However, the trend is best demonstrated by the efforts of schools to reach out to encompass education for exceptional children at all levels. Included are those with remarkable problem solving and creative abilities as well as those with severe physical and psychological limitations. In the area of educational and psychological evaluations, special education has taken the lead in using the abilities and techniques employed in related fields by medical, psychological and social workers. Altogether, in a majority of the county and city school systems in North Carolina, "exceptional pupils" are enrolled and are being taught by teachers with "exceptional concern" for their growth in desirable patterns of maturity.

We have learned much, and will continue to learn, about the best procedures for identifying and evaluating pupils to be enrolled in special education classes. We have been able, and, hopefully, we shall be better able, to procure the services of good teachers. We have advanced, and we shall continue to advance, in devising a suitable curriculum for children in special classes. What we must do above everything else, however, is to produce evidence that we are teaching these children in a manner commensurate with their respective abilities and interests, and in a manner compatible with their personal needs and the needs of society. To test is not enough; to identify is not enough; to classify is not enough. To instruct is the main purpose of our profession. To be good, instruction must be personalized and individualized. We must satisfy ourselves that all our efforts and expenditures of time, energy, and resources are productive of the very best results. Because you concur in these objectives and aspirations, we feel mutually confident that our joint efforts will be even more rewarding in the lives of thousands of children in the days ahead.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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CHARLES F. CARROLL

State Supt. of Public Instruction

Vol. XXVII, No. 5

EDITORIAL BOARD

L. H. JOBE, J. E. MILLER,

V. M. MULHOLLAND, RONALD E. WARE

January, 1963

It is the supreme art of the teacher to awaken joy in creative expression and knowledge. Albert Einstein

The man who can make hard things easy is the educator. Ralph Waldo Emerson

His (the teacher's) problem is to protect the spirit of inquiry, to keep it from becoming blase from overexcitement, wooden from routine, fossilized through dogmatic instruction, or dissipated by random exercise upon trivial things. John Dewey

All of us want to be sure that children from their earliest days in school make the best progress they can. If we are to increase the pace of learning, we must do so by improving methods rather than by multiplying pressures. Helen M. Robinson

Given a mastered subject and a person committed heart and soul to teaching it, a class accustomed to think, attend, and be led; the result will be, under God, as near to the discourse of men and angels as it is fit to go. Jacques Barzun

Order and simplification are the first steps toward the mastery of a subject—the actual enemy is the unknown. Thomas Mann

Teaching, at any level, is an art. As such, it relies on scientific principles to promote learning, but the quality of teaching, itself, is determined by the creativeness, knowledge of content, ingenuity, depth of understanding, initiative, and insights of the individual teacher. The effects of teaching, like those of other arts, are frequently subtle and difficult to appraise; yet, at the same time, they may be long enduring. The way a teacher teaches not only determines whether students will master necessary skills and become familiar with areas of significant knowledge; it influences, also, attitudes, appreciations, values, behavior—the total outlook of the student toward learning and life. Lindley J. Stiles

These Things We Know!

Though the beginning of the new calendar year coincides with the middle of a school year, it might be wise to reflect upon certain fundamental conditions which are potentially conducive to improved learning. Action based on an appreciation of these facts could bring noticeable improvements throughout the State—even as this school year is in progress.

This we know:

- There is more genuine enthusiasm for education than at any previous time in the history of North Carolina—on the part of parents, teachers, pupils, and the lay public in general. Teachers are better prepared than ever before; facilities and instructional aids are at their best; and school-community co-operation has reached a new high.
- Needs and interests of youth constantly change, though certain basic needs remain constant. New needs demand new ideas. Improvement in schools suggests that intelligent changes be made in educational programs as new needs arise and as basic needs are unsatisfactorily met.
- Pupils, for the most part, learn what they want to learn when they want to learn it. This fundamental fact makes it imperative that teachers help to set the stage for learning. Pupils learn when that which is held worthy of learning has meaning to them. The concept of individualized instruction means first of all that assignments, projects, and experiences have personal significance to the learner. Pupils seldom do their best work when they are expected to do that which they cannot do, or when they are permitted to do less than that of which they are capable. Assignments on the curve make more sense than marks on the curve.
- Individual efforts which result from this type of motivation are more productive to more students than almost any other

type of experience. In this connection, it should be remembered that self-evaluation by students, under teacher supervision, is one of the best ways of accelerating learning.

- Teachers' growing on the job is a sure guarantee that instruction will improve and that pupils will be the greatest beneficiaries.

These things we know! And as the 1962-63 school year turns the corner each of us might re-think the implications of these ideas in terms of local action.

\$29 for \$1

A four-year college education is estimated to cost \$6,200.

The difference between the lifetime earnings of a man with a high school education and one with a four-year college education is \$178,000, according to Dr. Herman P. Miller of the Bureau of the Census. Similarly, the lifetime income of women who graduate from college is much greater than those who graduate from high school.

It appears, therefore, from a purely business standpoint that every graduate from high school who desires a college education but for financial reasons feels that such an education is not possible might consider borrowing sufficient funds for this investment in lifetime earnings.

In order to aid needy North Carolina boys and girls in securing a college education, Governor Sanford with the aid of the North Carolina Bankers Association has been instrumental in establishing a student Loan Fund. (See article elsewhere in this Bulletin.) Under the plan of operation for this Fund, any North Carolina boy or girl who wants to go to a college in North Carolina and who is accepted by a North Carolina college or university, may apply for loans of \$500 annually, such loans to be repaid with interest following graduation.

A loan of \$500 will not cover

Striving With A Purpose

Fundamental characteristics of a good school are fairly well agreed upon among educators, and by a large segment of the lay public, even though specifics at times may vary. Fortunately, almost everyone agrees that a good school cannot remain good for any appreciable length of time unless it is constantly striving to become a better school. When this striving is well planned and for the avowed purpose of self-improvement, progress is almost certain.

Standards for accreditation, co-operatively developed during the past two years, have been distributed to schools throughout the State for experimental use during the remainder of this year. Beginning next October, standards will be enforced as individual schools, working with the State Department of Public Instruction, seek to determine their worthiness for accreditation.

Self-study is one of the key concepts around which accreditation standards have been formulated. Those in the State Department of Public Instruction, as well as many representatives from all parts of the State who have worked on these standards, feel that each school, in large measure, should determine in what respects its educational program is satisfactorily meeting the needs of all pupils. The printed accreditation instrument, which sets forth principles and standards of a minimum nature for accreditation, should assist each school in determining its readiness for this experience. The very nature of the evaluation instrument implies that each school will attempt to exceed these minimum standards wherever possible.

the total annual cost of a college education, but it will be helpful; and perhaps, if the student lives at home, will be entirely sufficient. What better financial investment can a young boy or girl make, even if the entire cost is borrowed, than a return of \$29 for each \$1 invested.

Enlarge Vocational Education Eight Times Present Proportions, the President's Panel Recommends

North Carolina would gain about eight-fold in strictly occupational training for high school students and adults without regard to "age, sex, race, or place of residence" in the State, under a broadly increased Federal aid program recommended by the national Panel of Consultants on Vocational Education. The panel has been at work, studying vocational education needs throughout the nation, since late 1961.

President Kennedy in a message to Congress on February 20, 1961, announced his request to the Secretary of Health, Education, and Welfare, to "convene an advisory body drawn from the educational profession, labor-industry, and agriculture, . . . lay public, . . . Departments of Agriculture and Labor, to be charged with the responsibility of reviewing and evaluating the current National Vocational Education Acts, and making recommendations for improving and redirecting the program."

Supt. Carroll Is Member

State Superintendent Charles F. Carroll of North Carolina is on the 25-member panel that has served since November 1961. The chairman is Benjamin C. Willis, superintendent of schools in Chicago, Illinois, whose adult and high school vocational training programs have attracted national attention. Superintendent Carroll has commented that main aspects of recommendations of the panel include: (1) Expansion of high school and adult vocational education to fit known needs and projected needs to the year 1970; and (2) Further departure from the traditional pattern of limiting most Federal aid appropriations to certain vocational fields, such as agriculture and homemaking; instead, local and area needs would determine expenditure of Federal, state, and local funds, with the advice of local consultants working with state boards of education and other authorities in education, government agencies, and industry.

About six million persons received vocational training in the year from July 1, 1961, through June 30, 1962, in the United States. This includes programs offered by public and non-public schools, all public training programs offered by government agencies of all kinds, correspondence courses in occupations, and armed forces training in civilian occupations. It excludes apprenticeships and training by employers.

Local-state, Federally assisted, programs of public vocational education had a total enrollment of 3,855,564 persons for the 1961-62 school year, according to the Panel's report. The breakdown of this total was: 306,083 in distributive occupational training, 1,610,335 in homemaking education, 805,322 in agricultural courses, 47,264 in practical nurse training, 963,609 in trade and industrial education, and 122,952 in technician training.

Training Is Marketable

The Panel found that for the year 1959, 68 per cent of vocational education graduates were working in jobs related to their training. Among high school graduates with trade and industrial training, only 5 per cent were unemployed, compared with 15 per cent of their classmates without this training. High school graduates with vocational agriculture training were earning about one-third more in farming than their classmates without vocational agriculture training for their occupation.

Reaches Comparatively Few

Unfortunately, "few workers prepare for their jobs through vocational education courses," the report says. In the year 1961, only one worker in every 222 in trades and industries had received any preparation for his job in a program of vocational education; in the distributive services, including retailing, wholesaling, and allied occupations, only one in 200; and among farmers and agricultural workers, only one in 10.

In Federally aided vocational

programs for adults during 1961, only 122,952 persons were enrolled under the National Defense Education Act for training in technical and skilled occupations; and only 47,264 persons were enrolled for training as practical nurses or in other practical health occupations.

The panel surveyed the Federally reimbursed vocational courses offered in six states selected as representative: Alabama, Georgia, Iowa, Nebraska, Ohio, and Pennsylvania. In 3,733 high schools, only 9 per cent offered any trade and industrial education courses, and 5 per cent offered distributive education courses. "Opportunity for vocational education varies with size of community," the Panel report says.

The Panel found that in communities under 2,500 population, no high schools offered any distributive education courses, only 2 per cent offered trade and industrial education, but 42 per cent offered homemaking, and 49 per cent offered agriculture.

In communities of 2,500 to 30,000 population, 5 per cent of the high schools offered distributive education, 14 per cent trade and industrial, 56 per cent homemaking, and 50 per cent agriculture.

In communities over 30,000 population, 27 per cent offered distributive education, 31 per cent trade and industrial, 39 per cent homemaking, and 16 per cent offered agriculture.

"Even in the largest cities, vocational education enrolls less than one-fifth of the high school students," the Panel report says.

Vocational Training Needed

"Of every ten youngsters now in grade schools," the Panel reports, "three will not finish high school, seven will earn a high school diploma." Of the seven high school graduates, "three will go to work, some as wives and mothers; four will continue their education. Only two will finish four years of college.

"Schools must help 26 million youngsters work their way through the challenging decade ahead. By 1970, eighty-seven million Americans will be working full-time. Fifty-eight million now at work will still be employed. They need

training to keep pace with new methods, new materials, new opportunities. Many will require retraining as their jobs disappear due to automation and economic change.

"Three million women will switch from housework to jobs, 1960-70. These wives, mothers and widows will also need marketable skills in the decade ahead.

"Support from all sources must expand as enrollments grow, as potential dropouts remain in school, and as adult training and retraining become more general. Local and state governments should increase the half billion dollars they now provide annually for operation, administration, and construction.

"The Federal Government should provide at least \$400 million in 1963-64 as its investment in the millions of youth and adults who can benefit immediately from vocational and technical education."

Proposed

The Panel of Consultants on Vocational Education, requested by The President, recommends a five-part program which it summarizes as follows (with recommended Federal appropriation for 1963-64 in parentheses):

"I. For youth in high school who are preparing to enter the labor market or to become homemakers. (\$200 million)"

"II. For high school youth with academic, socio-economic or other handicaps that prevent them from succeeding in the regular vocational education program. (\$10 million)"

"III. For youth and adults who have completed or left high school and are full-time students, preparing to enter the labor market. (\$50 million)"

"IV. For youth and adults unemployed or at work who need training or retraining to achieve employment stability. (\$100 million)"

"V. For services and facilities required to assure quality in all vocational and technical education programs. (\$40 million)."

If Congress accepts the recommendations of the Panel for an increase of about eight times the current Federal appropriation to

Industrial Centers Worth Copying, Says Indiana Man

School boards of six counties in southeastern Indiana have proposed the first industrial education center for that state, to be financed jointly by the counties with aid from state and federal funds. Several Indiana educators interested in this proposal were visitors to the Industrial Education Centers of Burlington, Durham, Wilson, and Winston-Salem, North Carolina, in July 1962. Their observations are described by Floyd E. Heller, superintendent of Milan, Indiana, Consolidated Schools, a member of the group, in the December 1962 issue of the Indiana State Department of Public Instruction monthly news magazine, "The Hoosier Schoolmaster."

Superintendent Heller cites some of the most important points that he observed: "All courses offered at the Industrial Education Center are based on job need surveys . . . A new plant locating in the South can look to these industrial education centers to provide personnel qualified in certain skills and aptitudes so necessary to operate their equipment."

He continued, in a three-page article, "Indiana could very well profit from institutions like those visited by our group . . . To say the

aid state-local vocational education for adults and high school students, it probably would require nearly similar increases in funds from state and local sources, modified by ability to pay.

The Panel of Consultants said Federal aid in 1961-62 was \$48 million, and the states almost doubled this amount, with \$89 million. Local school units contributed almost two and one-half times the Federal amount, with \$117 million of their own funds. Under present legislation, the Federal funds can be used for equipment in classrooms or shops, but not for buildings. The Panel reports, "Nearly all the Federal funds are used by the States as partial reimbursement for teachers' salaries."

least, we are doing very little for the seventy per cent who do not go to college . . . Such a center would lend strength to the area economy and set a pattern for other Indiana areas for such trade and technical schools. A recent study made at Indiana State College shows that industry in the state has been on the decrease for the past fifteen years."

The article concludes with a statement that Superintendent Heller is "available for speaking engagements at service clubs and various organizations that would like to know more about vocational education planning and possibilities, as represented by the centers described."

Biology Leads Enrollment In Science Across State

Biology was the leading science course by enrollment in public schools of North Carolina during 1961-62. Number of pupils taking biology was 74,203, according to summary data prepared by the science education staff of the State Department of Public Instruction.

Other science courses offered and their enrollments were reported as follows for 1961-62: General Science, 64,035; Chemistry, 26,131; Physics, 11,113; Physical Science, 2,481; Earth Science, 428; and the following advanced courses: Advanced Biology, 1,076; Advanced Chemistry, 155; Senior Science, 1,357.

The report covered the 100 county administrative units in the State (including combined Charlotte-Mecklenburg, city-county unit), and the 73 city administrative units. It stated that "The school year 1962-63 is the first year for every school administrative unit among the 173 in North Carolina to be participating in science education programs under the National Defense Education Act.

Growth of Negro Education in the State, 1921-60 Is Told in Brief History by Former Director

A brief history of education of Negroes in public schools and colleges in North Carolina from 1921 through 1960 was issued by the State Department of Public Instruction in December 1962. Titled "Some Facts About the Education of Negroes in North Carolina, 1921-1960," the volume was prepared by G. H. Ferguson, former director of the Division of Negro Education, who was a member of the Department from 1921 to 1960. The publication contains 20 mimeographed pages. The author includes data on education of Negroes in nonpublic institutions also.

Less than half the enrollment was in average daily attendance in 1921, Ferguson's analysis shows, and less than half the children were enrolled in schools. "The attendance was particularly poor during the opening and closing months." He adds, "More than half of the children, particularly in the rural schools, were enrolled in the first grade—ranging from 5 years to 15 years or more. There were only seven high schools which had any accredited rating by the State and four of these were attached to the four State colleges operating at that time. Only two of the four State colleges were offering any courses above the high school level. Two-year normal school courses were set up in three of these institutions in the fall of 1921. The other State college initiated a four-year program of agricultural courses and training for high school teachers. Fortunately, there were about eighteen private high schools and colleges doing a very creditable job; but none had an accredited rating by the State or regional agency."

Ferguson reports that principals and teachers had an average of "about three and one-half years of high school education. A large number of the rural school teachers had not even finished an elementary school. A large number of the principals were ministers with regularly assigned churches."

Growth Traced

The volume briefly traces the growth of education for Negroes to 1960. Comparative statistical tables include the following information. Schoolhouses and property of Negro public schools in 1919-20 shows 2,442 schoolhouses, valued at \$2,387,324; and in 1959-60, larger schoolhouses numbering 996 were valued at \$160,005,577. Graduates of high schools for Negro students in 1920-21 totalled only 59 persons. In only four years, this number climbed almost ten times to 564 in 1924-25, rose to 6,259 in 1949-50, and to 10,837 in 1959-60.

The 4,554 teachers, principals, and supervisors in Negro public schools of the State in 1921-22 consisted of 3,812 having less than one year of college (many had not completed elementary school), 587 with one or two years of college, 351 with three or four years of college, and none with five years of college preparation. In 1959-60, the 10,137 teachers, principals, and supervisors reported for Negro schools included none with less than one year of college, only 8 with one or two years of college, 7,342 with three or four years of college, and 2,787 with five or more years of college preparation.

Negro Colleges

Data on enrollment and graduates in the five public and six nonpublic senior colleges for Negro students in North Carolina shows 1921-22 enrollment of 295 with 57 graduates, followed by an almost steady climb to the 1959-60 enrollment of 9,051 with 1,811 graduates.

Appropriations for permanent improvements at the five State-supported and State-owned Negro colleges are reported as follows for the period 1920-25 compared to the period 1952-60: Agricultural and Technical College, at Greensboro, \$570,000 and \$4,504,897; Winston-Salem Teachers College, \$341,000 and \$1,743,000; Elizabeth City Teachers College, \$326,000 and \$880,000; Fayetteville State Teach-

Staff for Civil Defense Adult Education Announced

The State Department of Public Instruction has embarked on a new program of Civil Defense Adult Education with George D. Maddrey, formerly of Driver and Safety Education, as the Coordinator of the program. The rules and regulations governing the program were approved by the State Board of Education at the December 6 meeting.

This program is designed to give the lay adult public a better understanding of nuclear warfare and the problems involved in community and individual protection and recovery. The instruction also covers understanding of biological and chemical warfare and natural disasters.

Instructor training courses will be held throughout the State on a basis of requests from superintendents. Requests for adult courses in each unit should be made by the local superintendent to the Coordinator, Civil Defense Adult Education, State Department of Public Instruction, Raleigh.

Instructors who will teach the adult courses, Mr. Maddrey and Samuel M. Fishel, Associate, attended a special, intensive seminar at the Civil Defense Staff College in Battle Creek, Michigan, October 29-November 3. Persons holding a valid North Carolina teaching certificate and approved by the local superintendent to teach a local adult course may be eligible to take the instructor's course.

The Civil Defense Adult Education staff met with the State Director of Civil Defense General Edward F. Griffin, and his staff December 13, to discuss the State-wide adult program.

ers College, \$311,000 and \$789,400; North Carolina College, at Durham, \$30,000 and \$2,032,191. Appropriations for maintenance at the five institutions grew from about \$100,000 per year to \$3,393,975 in 1959-60, Ferguson reports.

School Construction Summary Shows Results Over 13 Years

A summary of public school construction and improvement in North Carolina for the 13 years from July 1, 1949, through June 30, 1962, shows 686 new plants on new sites, 1,417 new buildings at existing plants, and 1,327 additions to existing buildings. The list, prepared by the Division of School Planning, State Department of Public Instruction, was compiled from reports which have not been audited and thus are considered as estimates. The summary also shows 404 renovation projects completed at existing facilities and 210 projects combining renovation of old facilities and addition of new facilities. The renovation projects were exclusive of ordinary maintenance repair.

Total estimated cost of the construction and renovation at public schools in the State during the 13 years was just over 534 million dollars. Local funds financed the most of the cost. A total of 100 million dollars was appropriated by the State legislature in 1949 and 1953 for allocation to school construction and improvement. For federally impacted areas, principally around military bases, the federal government provided approximately 12 million dollars for capital improvements from 1949 through 1959 inclusive.

New and renovated facilities resulting from the local construction are tabulated as follows. Classrooms or classroom-laboratories: self-contained primary, 4,909; other elementary, 6,957; special education, 106; home economics, 669; biology or all-science, 667; physics-chemistry, 226; business education, 488; other high school, 5,449. Other than these classrooms or laboratories, the following facilities were provided: elementary libraries, 446; high school libraries, 434; agriculture shops, 301; other shops 388; music rooms, 453, art rooms, 82; rooms for audiovisual facilities, not included in other categories, 160; health clinic rooms, 746; guidance rooms, 276; administrative office rooms

High School Graduates with Low Grades Get Chance In Preparatory Course at Georgia Junior College

High school graduates whose grades are too poor for admission to other colleges are invited by Norman College, Norman Park, Georgia, to enroll in three months of intensive preparation in English, social studies, natural sciences, and mathematics. No credit is given, but those who successfully complete the preliminary instruction will be admitted as regular students on probation. Those who do not qualify may remain for another three months of preparation and then will be regularly enrolled in the college or dismissed.

Norman College is a two-year coeducational liberal arts junior college. It is accredited by the Association of Southern Baptist Colleges, the Southern Association of Colleges and Schools, and Georgia and national associations of junior colleges. It is owned and controlled by the Georgia Baptist Convention. The college is using partly vacant Spence Field, a former World War II airbase near the southwestern Georgia city of Moultrie, about eight miles from the main campus, for the preparatory program. The Spence Field campus includes ample dormitory space for men and women students, in former barracks, and a cafeteria, plus other usual college facilities. Regular fees at the college are approximately \$800 for nine months, including tuition, room, board, laundry, illness and accident insurance, and activity fee, with about \$100 additional charge for students who must enroll in the preparatory curriculum at Spence Field.

A printed brochure from the college suggests these reasons why

and teachers' rooms, 2,842; lavatory facilities 4,464; gym dressing-shower rooms, 1,205; gymnasiums, 564; multipurpose rooms, 538; auditoriums, 353; lunchrooms, 1,110; other rooms for storage, service, heating and other uses, 1,881.

an applicant may have low grades that will forestall entrance to many other colleges: 1. Sickness or other unavoidable conditions. 2. Indifference — not trying hard enough. 3. Other interests—too occupied with other activities. 4. Did not understand that good grades are necessary. 5. Found it hard to study and keep up with classes. "No matter what the reason for low grades, you now have the opportunity to start anew, bring your grades up to college level and be proud of yourself," the brochure says.

President Is Optimistic

Dr. Guy N. Atkinson, president of Norman College, is optimistic about the pioneer project. "If it works out as successfully as we think, we plan to continue it permanently," he says. "So often a high school student doesn't take his work seriously, but we feel he really wakes up to it when he gets ready to go to college and can't get in. We are interested in these potentially good students and want to help them." The Georgia State Superintendent of Schools, Dr. Claude Purcell, was quoted in the news media of Georgia as calling it "gratifying . . . to know that these students will be dealt with in a very beneficial and helpful manner." Other reaction throughout the state has been equally favorable, Dr. Atkinson says.

More than 80 per cent of the Norman college teaching faculty hold master's degrees or higher. The regular faculty members conduct preparatory classes at Spence field, planned for attendance of 150 to 200 students throughout the year. The regular student body on the main campus numbers about 400 in day and evening classes. They are preparing mainly for careers in nursing, ministry, teaching, science, and business administration—all leading to further study in a senior college—and for secretarial and other business services.

State School Facts

January, 1963

Enrollment in Public Schools This Year To Be 1,160,000 According to Best Estimates

This year, 1962-63, it is estimated that 1,161,894 boys and girls will be enrolled in the public elementary and secondary schools of the State. This will be 20,320 more than the official enrollment in 1961-62, an increase of 1.78 per cent.

This year's enrollment is approximately 100,000 greater than the enrollment five years ago, 1957-58, which was 1,060,187.

This estimate of enrollment and those presented below in connection with instructional personnel and instruction rooms are based upon an annual survey made last fall and preceding years covering these phases of school operation. These estimates have been fairly accurate as compared with final official figures. For example, last year's estimate of the total enrollment was 1,142,485, whereas the actual enrollment was 1,141,574, just 911 under the estimate.

Instructional Personnel

Number. A total of 43,422 instructional personnel (teachers, principals and supervisors) were employed in the public schools at the end of the first month of the 1962-63 term. This number, which will be close to the actual final number for the year, is 1,233 more than a year ago and 6,976 more

the preceding year, thus leaving 3,656 new teachers. Of this latter number, 2,533 were "brand new," had never taught, and 1,123 were former teachers who had taught during some previous year.

Percentagewise, these figures may be divided as follows for two years:

1957-58	1962-63
15.04%	13.43%
	were new for a particular unit.
5.78%	5.01%
	transferred from other units.
9.26%	8.42%
	were new teachers.
5.80%	5.83%
	were "brand new."
3.46%	2.59%
	were former teachers.

These figures seem to indicate that the tenure of teachers is longer. Although the percentage of "brand new" teachers remains about the same, the percentage of new teachers for the units, transfers from other units, new teachers, and former teachers were smaller in 1962-63 than in 1957-58.

Local supplements. Of the total instructional personnel employed, 20,034, or 46.14 per cent, received local salary supplements. This

SURVEY OF NORTH CAROLINA PUBLIC SCHOOLS

(Data for end of first month, unless otherwise specified)

1. Enrollment

Items	Fall 1957	Fall 1960	Fall 1961	Fall 1962	5-Year Increase
Enrollment in elementary schools, end of first month	797,435	839,916	839,900	839,359	41,924
Enrollment in secondary schools, end of first month	239,927	262,110	280,472	300,922	60,995
Total enrollment, end of first month	1,037,362	1,102,026	1,120,372	1,140,281	102,919
Total enrollment, end of first month year preceding	1,009,382	1,082,013	1,102,026	1,120,372	110,990
Increase	27,980	20,013	18,346	19,909	- 8,071
Per cent increase	2.77	1.85	1.66	1.78	- .99
Official enrollment for year preceding	1,039,487	1,105,334	1,123,829	1,141,574	102,087
	(1956-57)	(1959-60)	(1960-61)	(1961-62)	
Adjustment by above per cent	28,794	20,449	18,656	20,320	- 8,654
Total estimated enrollment for year indicated	1,068,281	1,125,783	1,142,485	1,161,894	93,613
	(1957-58)	(1960-61)	(1961-62)	(1962-63)	

2. Instructional Personnel

Items	Fall 1957	Fall 1960	Fall 1961	Fall 1962	5-Year Increase
Instructional personnel* employed in elementary schools	26,821	28,600	29,885	30,162	3,341
Instructional personnel* employed in secondary schools	10,325	11,550	12,314	13,260	2,935
Total employed, end of first month	37,146	40,150	42,199	43,422	6,276
Number men employed	7,590	8,825	9,470	9,301	2,511
Per cent men employed	20.43	21.98	22.44	22.80	2.37
Number holding Class A and Graduate Certificates**	35,216	38,460	40,393	41,811	6,595
In elementary schools	27,137	28,354	28,822	28,822	3,685
In secondary schools	10,079	11,329	12,039	12,989	2,910
Per cent holding Class A and Graduate Certificates**	94.80	95.79	95.72	96.29	1.49
In elementary schools	93.72	94.86	94.88	95.56	1.84
In secondary schools	97.62	98.09	97.77	97.96	.34
Number teaching out-of-field***	555	453	484	442	- 113
Per cent teaching out-of-field	1.49	1.13	1.15	1.02	- .47

Men. Of the 43,422 persons employed in 1962-63 as instructional personnel, 9,901 were men, representing 22.80 per cent of the total. This number of men increased from 7,590 in 1957-58, or by 2,311.

Qualifications. Of the instructional personnel employed in 1962-63, 41,811, or 96.29 per cent, hold Class A and Graduate Certificates. This percentage compares with 95.72 in 1961-62 and 94.80 in 1957-58.

Of the elementary personnel employed, 95.56 per cent hold the higher type certificate, up from 94.88 per cent in 1961-62 and 93.72 in 1957-58.

Of the personnel employed for the high schools, 97.96 per cent hold Class A or higher certificates as compared with 97.77 per cent a year ago and 97.62 per cent five years ago.

Out-of-field. Only 442, or 1.02 per cent, of the teachers employed in 1962-63, were classified as out-of-field; that is, they were teaching at a level or in an area of employment other than that in which their certificates indicated they were qualified. This number is down from 484 in 1961-62 and 555 in 1957-58.

Vacancies. At the end of the first month of the school term, only 96 positions were unfilled. Of this number, 85 were due to teacher shortage and 11 to classroom shortages. This number compares with 104 vacancies in 1961-62 and 88 in 1957-58.

New personnel. The 173 administrative units employed 5,832 new instructional personnel in 1962-63. This number was 794 less than the number of new personnel employed in 1961-62.

Of this 5,832 new personnel, 2,176 were employed in other units

sonnel paid entirely from local funds increased from 2,305 in 1961-62 to 2,663 in 1962-63, representing an increase from 5.46 per cent to 6.13 per cent of the total employed. Five years ago, 1957-58, a total of 1,884 personnel were paid entirely from local funds, 5.07 per cent of the total number employed.

Instruction Rooms

At the beginning of the 1962-63 school year there were 42,176 instruction rooms (classrooms, laboratories and shops). This number was 1,536 more than a year ago, and 5,936 more than five years ago.

An additional 1,657 rooms were needed to take care of increased enrollment.

Another 1,937 additional rooms were needed to replace unsatisfactory rooms.

Thus there was a need for 3,594 additional instruction rooms at the beginning of the school year. This number compared with 4,026 rooms needed at the beginning of the 1961-62 year.

During the year a total of 1,144 instruction rooms are scheduled for completion. This number compares with a total of 1,616 needed at the beginning of 1961-62.

At the end of this school year, it is estimated that there will be a shortage of 2,450 such rooms, and this shortage will be greater next fall when another increase in enrollment will take place.

At the beginning of the current year a total of 32,803 pupils were taught in temporary quarters. This compares with a total of 35,425 in this category in 1961-62 and 38,997 in 1956-58. Only two school buildings in the State operated double sessions, with 262 pupils enrolled during the first session and 259 during the second session.

New teachers this year	3,439	3,481	3,713	3,656	217
"Brand new," just out of college	2,154	2,253	2,578	2,533	879
"Former teachers" returning to profession	1,285	1,228	1,135	1,123	- 162
Per cent new personnel in units this year	15.04	13.60	15.70	13.43	- 1.61
Less per cent from other units	5.78	4.93	6.90	5.01	- .77
Per cent new teachers this year	9.26	8.67	8.80	8.42	- .84
Per cent from colleges	5.80	5.61	6.11	5.83	- .03
Per cent "former teachers"	3.46	3.06	2.69	2.59	- .87
Personnel receiving local supplement	15,237	18,044	19,422	20,084	4,797
Per cent receiving local supplement	41.02	44.94	46.02	46.14	5.12
Local funds	1,884	2,358	2,305	2,663	779
Per cent paid entirely from local funds	5.07	5.87	5.46	6.13	1.06

3. Instruction Rooms

Instruction rooms (classrooms, laboratories, shops) available at the beginning of the preceding school year†	34,980	38,520	39,650	40,933	5,953
New rooms completed during preceding year	2,113	1,614	1,615	1,679	- 434
Total instruction rooms	37,093	40,134	41,265	42,612	5,519
Less abandoned rooms during year	853	458	625	436	- 417
Instruction rooms available at beginning of year	36,240	39,676	40,640	42,176	5,936
Additional rooms needed for increased enrollment	1,413	1,620	1,645	1,657	244
Additional rooms needed to replace unsatisfactory rooms	2,506	2,109	2,381	1,937	- 569
Total additional rooms needed	3,919	3,729	4,026	3,594	- 325
Instruction rooms scheduled for completion this year	1,599	1,510	1,616	1,144	- 455
Shortage of instruction rooms only at end of the year (not including any needs for increased enrollment for the following year)	2,320	2,219	2,410	2,450	130
Students being taught in "temporary" quarters	38,997	29,861	35,425	32,803	6,194
Not owned by the board of education	2,295	2,259	1,518	1,436	- 859
Improvised within public school buildings	36,702	27,602	33,907	31,367	- 5,335
Buildings operating "double sessions"	25	11	1	2	- 23
Pupils enrolled in first session	3,346	747	263	262	- 3,084
Pupils enrolled in second session	2,775	689	167	259	- 2,516
Total children	6,121	1,436	430	521	- 5,600

* Includes teachers, principals and supervisors.

** Class A equals college graduate with professional courses; Graduate equals master's degree and experience.

*** That is, at a level or area of instruction other than for which prepared.

† Does not include auditoriums, libraries, gymnasiums, study halls, lunchrooms and multi-purpose rooms.

1,500 Loans of \$500 Yearly Announced by Bankers To Help Needy Tar Heels Attend Colleges in State

Loans to help needy high school graduates through four years of college at the rate of \$500 per year will be provided for 1,500 North Carolinians each year by member banks of the North Carolina Bankers Association. The program is to begin with the fall term of 1963, and will provide for about 6,000 students to be attending college on the loans simultaneously when in full operation.

Joint announcement of the "North Carolina Bankers' Student Loan Fund" was made December 4 by Governor Terry Sanford, Oscar J. Mooneyham, Sr., president of the North Carolina Bankers Association, and Victor E. Bell, Jr., chairman of the College Foundation, Incorporated, a nonprofit organization which will administer the basic fund. The occasion was a luncheon at the Governor's mansion, attended by leaders of the Bankers Association and some 100 officials of public and non-public colleges in the State.

More than half the member banks are participating by pledging one per cent of their capital and surplus funds to the foundation lending operation. With \$2.5 million already pledged from the banks, the foundation has asked for \$500,000 to be available for the fall of 1963. Other banks are expected to join and boost the loan fund available to more than \$3 million.

Education Is Collateral

"Bankers feel that education itself is good collateral," Bell said, explaining that no other would be required. He said a bill is being planned for the Legislature which would allow students to sign for loans as legally responsible individuals. Under present State law a person under 21 years of age cannot be a legal party to contracts. Bell said such a change in the contract law is in line with the desire of the bankers to have the loan program to be a part of the students' education in self-reliance and responsibility.

Repayment of principal and five

per cent interest from the date of loans will be due after the borrower completes his college program and obtains employment, Bell said. Although details have not been worked out, graduates who enter jobs paying \$7,000 a year would be expected to repay in about two years. Graduates earning much less would be expected to repay in about four years. Projected administrative costs for handling the loans is about one per cent of the loan fund itself; the remainder of the five per cent interest would return to the lending banks.

Criteria Described

Chairman Bell said college officials have agreed to screen students. A final interview will be set up by officers of a participating bank in the applicant's community. He listed the only criteria for applying for a loan as: (1) a student must be a North Carolina citizen, (2) must go to a college in North Carolina, and (3) must win academic acceptance by the college. Students will apply for the loan through a local member bank, after academic acceptance and screening for need of the loan by a public or non-public college in the State.

Governor Sanford said at the luncheon, "We have too many able people in high schools failing to go on to college. There have been many reasons," he added, "but one of the most important has been lack of money. This removes that reason."

Spurred by Governor

"When an address by Governor Sanford urging students to take advantage of the State's educational opportunities drew a large response indicating that lack of money was a major factor," said Harry Gattton of Raleigh, executive director of the Bankers Association, "the bankers of North Carolina accelerated their efforts in devising a workable plan." The Governor publicly commented on the money problem for many students qualified to enter college.

Colleges Seeking Students

Colleges that regularly have room for more students than register are listed in a booklet, "Colleges with Room for Students," issued for 75 cents by Changing Times Reprint Service, 1729 H Street, N. W., Washington 6, D. C. The publisher reports that the nation's colleges had openings for 41,200 more freshmen than registered last September, and for an input of 57,000 freshmen in January 1963.

Girl Scouts Seek Teachers, Leaders for Summer Camps

National headquarters of Girl Scouts announces that, "Teachers, office personnel, nurses and dietitians who wish to spend a summer-that-counts near home should call their nearest Girl Scout Council or visit the local office of the State Employment Service," for paid staff assignment at a Girl Scout summer camp. "For opportunities farther away, write directly to Miss Fanchon Hamilton, Recruitment Advisor, Girl Scouts of the U.S.A., 830 Third Avenue, New York 22, New York," the headquarters advises in a recruiting bulletin.

"Jobs provide full maintenance and salaries which vary with experience, training and responsibilities. A basic pre-camp training session (about five days) precedes the camping season." Applicants for camp director must have experience in camping, administering and supervising; minimum age is 25. Food supervisor, health supervisor, business manager, program consultant in arts and crafts, nature, dramatics, sports and games, and group leaders of girls should have appropriate experience; minimum age is 21 years. Assistant group leaders, assistant directors of sports and games, and counselors, should have appropriate experience or training; minimum age is 18 years.

Lunch Supervisor's Address

The new mailing address, School Lunch Office, State Department of Public Instruction, Box 12197, Cameron Village, Raleigh, North Carolina, will expedite handling of school lunch and special milk program correspondence, Mrs. Anne W. Maley, school lunch supervisor, advises. The office of the school lunch staff moved from the Education Building on the Capitol Square to the second floor of the Cameron Village branch post office building at 505 Oberlin Road in Raleigh near the State College Campus in September.

College Attendance Depends On Family Income, Proximity

Graduating high school students have a better chance of going to college if their family income is high, or if they can live at home and cut expenses, recent surveys indicate.

A report prepared by Tulane University, at New Orleans, Louisiana, shows relationship between college enrollment and family income as follows: 65 per cent of the children in a family with income of \$10,000 per year or over, enter college; 28 per cent for income of \$5,000 to \$7,000 per year; and 12 per cent for family income less than \$3,000 per year.

The Tulane report adds that college costs are generally lower in the South, but family incomes are lower also. It says a larger proportion of a family's income is required to send a child to college than in other regions of the country.

The average cost of essential college costs, exclusive of clothing and travel, is estimated at \$1,550 nationwide by the University of Michigan in another study. Students who can commute from their own homes, as in community colleges, can save on room, board, laundry, and other incidental expenses.

National Teacher Examination In North Carolina Will Be Held February 16, Make-up On April 20

The National Teacher Examination will be given on Saturday, February 16. A make-up examination will be given Saturday, April 20, for "those who cannot possibly take the examination on February 16."

Places for the February 16 examination are: city schools in Asheville, Charlotte, Elizabeth City, Fayetteville, High Point, New Bern, Wilmington, and Winston-Salem; and at education departments of the following colleges: Duke University and North Carolina College, in Durham; University of North Carolina, Chapel Hill; N. C. State College, Raleigh; Agricultural and Technical College, Greensboro; Appalachian State Teacher College, Boone; Western Carolina College, Cullowhee; Catawba College, Salisbury; Lenoir-Rhyne College, Hickory; and Campbell College, Buie's Creek.

The examination is in two parts, a common part, required of all applicants for certification in North Carolina, scheduled from 8:30 a.m. to 12:30 p.m.; and an optional part in the applicant's major subject field, or second subject field, required if available.

"Application for the February 16 examination must be filled out and mailed directly to National Teacher Examination, Educational Testing Service, Princeton, New Jersey, to reach them no later than January 18, 1963," as stated in the announcement on December 10 from the State Department of Public Instruction and the State Department of Curriculum Study and Research to school superintendents, National Teacher Examination supervisors, college registrars, and heads of education departments. The announcement said, "Application forms for the examination may be obtained from school superintendents and from education departments in all senior colleges or by writing directly to the Educational Testing Service office at Princeton, New Jersey."

Each applicant pays for his own examination, \$11 when the common and optional parts are taken, or

\$9 when the option is not available. Payment is directly to the Educational Testing Service, with the application.

Penalty

The examination is required only once. Salary penalty for failure to take the examination is \$20 per month during employment in a public school in North Carolina. "The salary penalty is retroactive to the first of the school year and shall be assessed at the end of the pay period following the last National Teacher Examination date of the school year," the announcement said. "Both common and optional examination (optional) if available) must be taken before a certificate may be issued . . . Out-of-State teachers, either beginning or experienced teachers, may teach one year without taking the examination."

Classroom Teachers' Salary Of \$13,248 Is Reported

Top salary for classroom teachers within any public school district in the United States having 6,000 pupils or more is \$13,248 in Wantagh community, Nassau County, Long Island, New York, a suburb of New York City. This information is reported in the publication "Classroom Teacher Salary Schedule, 1962-63, Districts Having 6,000 Pupils or More," Research Report 1962-R11, October 1962, Research Division, National Education Association, 1201 Sixteenth Street, Washington 6, D. C., \$2.25.

Surburban school districts generally lead the list. At least 48 districts pay \$10,500 or higher. Seven pay \$12,000 or more, including Maine Township, Illinois; Ladue, Missouri; Winnetka Elementary District, Illinois; East Williston, New York; Scarsdale, New York; and Lower Merion Township, Pennsylvania. Some of the schedules also provide long-service increments in addition; these are not included in the maximum schedules reported.

New U. S. Commissioner of Education Is Appointed By President—Dean Francis Keppel of Harvard

President Kennedy announced appointment of Francis Keppel as U. S. Commissioner of Education, on November 24. He succeeds Sterling M. McMurrin who resigned last summer to return to the faculty of the University of Utah after serving more than 18 months. Deputy Commissioner Wayne O. Reed served as acting commissioner until the new appointment.

Keppel, age 46, has been dean of the Graduate School of Education at Harvard University since 1948. He is chairman of the International Relations Committee of the National Education Association. In 1953-56 he was a member of the National Commission on Teacher Education and Professional Standards of NEA. In 1957 he was a delegate to the Twentieth International Conference on Public Education. In 1960 he served on the Education Commission for Nigeria, and was a member of President Kennedy's advisory committee on education. This committee recommended for proposal to Congress a federal-aid-to-education program with a proposed budget of two and one-third billion dollars. His appointment as Commissioner of Education was hailed by William G. Carr, executive secretary of NEA, for commitment to a program of national school legislation.

Harvard Graduate

Keppel received a bachelor of arts degree from Harvard in the spring of 1938. He studied a year at the American Academy in Rome, and returned to Cambridge, Massachusetts, where he served as assistant dean of Harvard College from 1939 into 1941, when he accepted appointment as secretary of the Joint Army-Navy Committee on Welfare and Recreation. From 1944 to 1946 he served in the Army, rising from private to first lieutenant. He returned to Harvard as assistant to the provost from 1946 to 1948, when he became dean.

He is a member of the American Academy of Arts and Sciences, and

Phi Beta Kappa. He was awarded the honorary degree, doctor of laws, by Hamline University, St. Paul, Minnesota, in 1957. He was born in New York City, April 16, 1916, the son of Frederick Paul and Helen Tracy Brown Keppel.

Introduction to Engineering Suggested for High Schools

Need for able students in high schools to become acquainted with engineering as a possible career field is found by Sydney B. Ingram, chairman of the Engineering Manpower Commission of the Engineers Joint Council. His organization predicts that during the next ten years the average number of college graduates in engineering fields will be about 37,000 yearly. He says this is some 11,000 engineers short of predicted need of 48,000 engineering graduates per year.

Ingram reports that high school engineering clubs are growing, and that they concentrate on acquainting students with engineering laboratories, usually after school hours. However, only 40 per cent of college freshmen who enroll in engineering eventually obtain their engineering degree, he adds.

Also, engineering technicians are in critically short supply. Ingram reports that about 15,900 new technicians were hired in 1962, although job opportunities existed for three times that number. He said the current ratio of employed technicians to engineers is one for every two engineers, but the desired ratio is two for every engineer. One of the reasons given for lagging interest of high school graduates in engineering is the shortage of technicians which forces engineers to do technicians work.

The engineers council contrasts the 37,000 annual production of engineers in the United States to an estimated 120,000 for the past year in Russia.

Social Studies Conference

The Annual Social Studies Conference at Duke University is scheduled for Friday and Saturday, February 22-23, 1963.

School Purchasers Cautioned About Bargain Book Packages

Caution in considering package offers of sets or assortments of books for school libraries or classrooms at attractive prices has been requested in a communication from the Division of Instructional Services to school superintendents and librarians.

"Such purchases preclude intelligent selection essential to the maintenance of a balanced collection; moreover, titles thus acquired may be substandard editions or copies which do not meet quality standards in workmanship," the Director of Instructional Services said in a circular letter in October. The letter recommended that school librarians be consulted before orders for books are submitted. It added, "Extreme caution is recommended; attractive offers on predetermined orders may prove to be a most expensive way of acquiring really useful and desirable titles. The wisdom of choosing reliable jobbers and/or vendors has been irrefutably established."

Selection sources recommended by the School Library Services staff of the State Department of Public Instruction include: the Library Book Catalog of the N. C. Division of Textbooks; The Children's Catalog and the Standard High School Catalog, both from The H. W. Wilson Company; The Basic List Series of the American Library Association; the School Journal; lists compiled by the State Department of Public Instruction and the U. S. Office of Education; and bibliographies in current textbooks, subject bibliographies, and professional journals.

North Carolina Drop-Out Rate Improves, Gradually Approaches National Average

North Carolina almost halved the gap between the State and national average for public school drop-outs between 1948 and 1960. In 1948 the North Carolina rate of drop-outs before high school graduation was 17.9 per cent poorer than the national average, and in 1960 it was 10.6 per cent poorer. Data represented all public schools in the State, as reported by the Statistical Services section of the State Department of Public Instruction.

In 1948 the public schools of the United States as a whole graduated 481 students per 1,000 fifth graders of seven years before, and North Carolina graduated 302 students per 1,000 fifth graders. In 1960 the national rate was 604 and the State rate was 498. Grade 5 was selected as a base because most repetition of a grade, as contrasted to dropping out of school entirely, occurs before the pupils leave the fifth grade.

Reliability of drop-out data is affected by in-migration, out-migration, school consolidations and reorganizations, and by treatment of mass statistics rather than specific data for individual students. "Quite obviously, any method of computing drop-outs from mass statistical data contains many possibilities for error," said William Peek, supervisor of statistical services in the Department. "Intensive study of relatively large samplings of individual drop-outs, with provision for long-range follow-up, appears to be an essential technique as we seek more valid data regarding the drop-out, either actual or potential," he added.

"It is not uncommon for a student to drop out in the eighth or ninth month simply because he realizes that he will have to repeat the same grade the following year," Peek said. "He is merely avoiding what he considers to be the stigma of non-promotion by dropping out temporarily. North Carolina drops behind national figures mainly at the tenth grade level and beyond. When normal

progress in school occurs, a student arrives at the tenth grade level at approximately the same time he reaches an age that excludes him from compulsory school attendance. Intensive study of existing practices with regard to the implementation of the school attendance law is needed to determine whether this fact has significance as a causative factor in school drop-outs."

Besides legal attendance requirement aspects, State and national study is continuing on the total suspected spectrum of causes for drop-outs, including curricula best suited for students who plan to work or to enter some occupational training immediately after completing high school, guidance services, and community-wide efforts to improve environment and attitude toward school completion, particularly in neighborhoods, families, and income levels that have poorer attendance and completion records.

Edenton First Grade Class Tries Arithmetic Program

A first grade class of 27 pupils at Edenton Elementary School, in Edenton, is conducting an experiment with arithmetic instructional materials that will permit each pupil to progress at his own rate with minimum help from the teacher. If the trial proves the method is superior, a second grade class will join the experimental program in arithmetic next fall, and a class at the next higher grade level will be added each year through the sixth grade.

Dr. Edwin T. Brown, assistant director of the State Department of Curriculum Study and Research, is collaborating with the school officials and two teachers, of the first and second grade, who will participate in the project this year.

The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards.

Anatole France

Protection of School Day Against Soliciting Is Law

Reminder of the prohibition of soliciting and selling at public schools during school hours, under General Statute 14-238, was issued by the State Superintendent of Public Instruction in a memorandum to county and city superintendents in November. State Superintendent Charles F. Carroll said in the message, "Reports have come to this office from two superintendents in different parts of the State which would seem to indicate the need for: (1) informing teachers and principals of the General Statute relating to soliciting and selling on the school grounds or during the school day, and (2) clarifying local procedures for reporting violations of the Statute."

The memorandum quoted G.S. 14-238, as follows: "No person, agent, representative or salesman

shall solicit or attempt to sell or explain any article of property or proposition to any teacher or pupil of any public school on the school grounds or during the school day without having first secured the written permission and consent of the superintendent, principal or person actually in charge of the school and responsible for it. Any person violating the provisions of this section shall be guilty of a misdemeanor and shall be fined or imprisoned in the discretion of the court."

Requesting that this statute be brought to the attention of all staff members of the public schools, Superintendent Carroll concluded, "Our desire to protect our teachers and students as well as our desire to protect the school day for instruction would merit this approach."

Drop-Out Problems Get Local Action in Counties Of Surry, Northampton, Lenoir, and Wilson

Unique approaches that succeed in bringing drop-out students back to school are reported from several counties.

In Surry County, several drop-outs accepted an invitation to take part in a panel discussion on drop-outs at the district meeting of the North Carolina Education Association in Hickory. These drop-outs returned to school and are doing well.

At W. S. Creecy High School in Northampton County, the full-time counselor, Mrs. Rosetta Adams, reports the full cooperation of students, teachers, administrators, and community, in back-to-school and stay-in-school programs operating year-round. Parent groups have enlisted churches, social and civic clubs of the community. These organizations assisted in the return of four drop-out students to school. Also, they provided financial aid for some high school graduates to enter college, and helped to find appropriate jobs for some other graduates, Mrs. Adams says. Student committees on guidance prepare and maintain a guidance corner in each classroom. Displays planned and exhibited by the students stress the importance of education and good study and health habits. Faculty and parent guidance committees are working to provide an all-round school program best suited to the needs of the pupils. They realize, Mrs. Adams says, "there would be fewer drop-outs at the tenth-grade level if schools could offer boys and girls the courses fitted to their needs."

In Lenoir County and Wilson County schools, the guidance directors report county-wide contacts of students who were in school at the end of the past school year who did not return in September. Drop-outs who remained in the county were asked to tell the reasons why they did not return to school, and to weigh these reasons against the benefits of completing their high school education. Conferences with the drop-out students and their pa-

rents helped students solve their problems and return to school. Further follow-up will determine effectiveness of the interviews in the two counties, and may suggest changes in campaign plans.

The State Supervisor of Guidance requests information on effective local programs, to share with counselors, other school personnel, and interested citizens throughout the State.

State-Allotted Teachers Of Handicapped Number 639

A total of 639 teachers of handicapped children in four areas—educable mentally retarded, speech handicapped, crippled, and visually handicapped—are State-allotted in North Carolina public schools for 1962-63 school year, the State Department of Public Instruction reports. Last year 370 such teachers were allotted, compared with 190 five years ago and 121 nine years ago. Greatest growth was in teachers for educable mentally retarded, with 452 teachers for 1962-63, compared with 237 last year, 105 five years ago, and 68 in 1953-54. This does not represent the total number of teachers of handicapped children in the public schools, since those paid from local funds are not included.

Teachers of speech handicapped allotted by the State number 164 for 1962-63, with 113 a year ago, 68 five years ago, and 43 in 1953-54.

For cripple children, the allotted teachers number 19 for 1962-63, compared with 13 five years ago, and nine in 1953-54.

For visually handicapped, four teachers are State-allotted, the same as over the past several years, compared to 1 teacher in 1953-54.

Comparison of the number of allotted teachers in white and Negro schools was reported, respectively, as 304 and 148 for educable mentally retarded, 121 and 43 for speech handicapped, 17 and 2 for crippled, 3 and 1 for visually handi-

Burke County School Units Request Countywide Survey

School administrative units in Burke County in November requested the State Department of Public Instruction to cooperate in a survey of all school facilities in the county. Present and future adequacy and need for new construction, changes in grade levels, purposes, or number of pupils served by each classroom and building, and all related considerations, will be studied in the countywide survey of school facilities.

The administrative units in the county are Burke county and Morganton and Glen Alpine city schools. Superintendents of the units are R. L. Patton of Burke county, M. S. Parham of Morganton and W. A. Young of Glen Alpine.

Purchases From School Funds Exclude Gifts and Premiums

Caution against acceptance of gifts, premiums, trading stamps or prizes offered by merchants or dealers, when purchases are made with either State or local school funds, has been called to the attention of school superintendents of the State in a circular letter issued by the Controller in October. This letter quotes a policy statement made by the State Board of Education on September 7, 1961; "School supplies and equipment are usually purchased at institutional rather than prevailing commercial rates. Premiums, prizes, and other gifts accompanying such purchases are ultimately paid for in one way or another. Therefore, as a matter of fair trade practice and as a means of promoting competitive bidding and protecting the taxpayer, school personnel should not accept stamps, prizes, premiums, and similar concessions from dealers, merchants, and other agents supplying any and all needs of the public school system from either State or local funds."

The Attorney General Rules...

Authority of Principal Over Pupil Away from School

In reply to your recent inquiry: You inquire if a school principal has authority over a child who walks to school or furnishes his own transportation after such child leaves the school grounds in the afternoon or before he arrives on the school grounds in the morning.

Principals, under the provisions of G. S. 115-146, may use reasonable force and exercise of lawful authority to restrain or correct pupils and maintain order but it is believed that this pertains to children who are in actual attendance in the schools. Under the provisions of G. S. 115-147 it is provided that a district principal, or a building principal, shall have authority to suspend or dismiss any pupil who wilfully and persistently violates the rules of the school or who may be guilty of immoral or disreputable conduct, or who may be a menace to the school. It is believed that most of these things apply to acts committed while in attendance in school, and while it is possible that an act of immorality could be committed away from the school and off the school grounds that would justify suspension or expulsion, nevertheless, this does not require the particular oversight of the principal when off and away from the school grounds.

Under the provisions of G. S. 115-35(d) it is provided that: "County and city boards of education shall make all rules and regulations necessary for the conducting of extra curricular activities in the schools under their supervision."

If the Board adopts specific rules regulating extra curricular activities I think the principal would have authority over these types of conduct away from the school grounds if the conduct in question relates to legitimate extra curricular school activities. Aside from this, I do not think the principal has power over a pupil who walks to school or furnishes his transportation before he arrives on the school grounds and when he leaves in the

afternoon. Likewise, I do not think the principal has authority over a school child who rides a school bus after he leaves on the bus going home or before getting on the bus in the morning. Attorney General, December 3, 1962.

Kindergartens and Tuition

In reply to your recent inquiry: You inquire if it would be proper to hold a kindergarten class in an un-used room of a public school building. You have in mind an experimental kindergarten class supervised and administered by the school, using public facilities, but operated exclusively on a tuition fee basis.

Under G. S. 115-38 kindergartens can be established and when this is done they become a part of the public school system. We have said before that kindergartens can be established without an election to authorize a tax for same because the second paragraph of the statute above cited says that they may be established in any other manner.

I think you can establish the kindergarten on a tuition basis but when you do so you must admit all eligible children because it becomes a part of the public school system. General Attorney, October 24, 1962.

Policy Re Married and Pregnant Students

In reply to your recent inquiry: You send Dr. Carroll a letter which states that your Board of Education has adopted the policies in regard to married students and pregnant students in the schools. Married students are given academic instruction and are permitted to participate in all extracurricular activities. A married female student who becomes pregnant is required to withdraw from school until the termination of pregnancy and for the remainder of that school year. She may return to school the following year. Where an unmarried female student becomes pregnant she is expelled from school for a period of two years.

I think these are reasonable policies and regulations and are within the regulatory powers of the County Board of Education.

What I have said, therefore, answers your questions Nos. 1 and 2 in the second part of your letter. If it is suspected that one of the female unmarried students is pregnant I think the Board of Education has the authority to request the student to have a physical examination to determine whether there is a pregnancy or not. I see no objection to the principal, under orders of the School Board, notifying the student and the parents of such demand. Attorney General, November 16, 1962

Full-Time School Counselors Number 315 in North Carolina

The number of full-time counselors in North Carolina public schools, 1962-63, is 315, as reported in October by the State Supervisor of Guidance Services, Ella Stephens Barrett, of the State Department of Public Instruction. Miss Barrett said this compares with 244 counselors assigned full-time in 1961-62.

One hundred of the State's 173 school administrative units have an approved guidance project under Title V(A), Guidance, Counseling and Testing, of the National Defense Education Act. This compares with 91 units having approved guidance projects in 1961-62.

Most full-time counselors hold the North Carolina graduate counselor's certificate. Over 70 per cent received their graduate preparation in North Carolina colleges. The institutions were Appalachian State Teachers College, Agricultural and Technical College, Duke University, East Carolina College, North Carolina College, North Carolina State College, University of North Carolina, West Carolina College, and Woman's College of the University of North Carolina. Nearly 20 per cent received their graduate preparation partly within the State and at out-of-State institutions, and the remainder of about 10 per cent were prepared at colleges and universities outside North Carolina. Over half of all counselors reported their college preparation was at two or more institutions.

LOOKING BACK

In previous numbers of the
North Carolino Public School Bulletin

January, 1958

Tentative plans for the establishment of a system of Industrial Education Centers throughout the State were adopted by the State Board of Education on December 5.

January, 1953

An adequate appropriation for the employment of attendance workers for improving school attendance and for the enforcement of the compulsory attendance law is the first item in the four-point 1953 Program of the State Legislative Council.

With the addition of Myers Park (Charlotte) and Cullowhee this year to membership in the Southern Association of Colleges and Secondary Schools, North Carolina now has 89 high schools belonging to this organization.

January, 1948

Supt. T. T. Murphy of Pender County was recently presented a certificate of Life Membership in the North Carolina Education Association by the superintendents of the Southeastern District of the N.C.E.A.

Dr. Clyde A. Erwin, State Superintendent of Public Instruction, was named vice-president of the National Council of Chief State School Officers at its annual meeting held at Los Angeles during the week of December 5-20.

January, 1943

T. E. Browne, director of Vocational Education for the Department of Public Instruction since its inception in 1917, was honored by the *Progressive Farmer* in its December number by being named the "Man of the Year."

Some 220,000 school children in about 2,900 North Carolina schools received school lunches through the School Lunch Program last year.

January, 1938

From September 13 through December 11, 1937, a total of 113 institutes or professional meetings were conducted under the direction of the Division of Instructional Service of the Department.

Disaster Plan Reminder Is Issued In High Point

The High Point School Board announced the public schools emergency plan for pupils and their parents in event of disaster on November 28. Basically, the provisions have been in effect for many years, and the announcement served to remind and inform the citizens.

Parents complete and send to the school an information form giving their names, places of occupation, usual method of afternoon travel, other emergency data, and any instruction they have given to the child in case schools have to be closed.

If the nature of the emergency should require, the schools will be kept open beyond normal hours as long as necessary for emergency use. Children would be moved to the safest places possible, which in most buildings would be corridors and basement areas. Such preparations as possible for prevention of flying glass would be made, such as drawing blinds, taping windows, and putting obstructions in front of windows. School would follow regular school hours as much as possible, but parents could pick up children. A monitor radio will be placed in each school office for exclusive use in receiving emergency warnings.

The school board believes that "parents would not desire nor even permit separation of children during an emergency, provided that time made it possible for the assembly of the family unit."

Health and safety are of primary concern. Immunizations, first aid training, and programs in health, sanitation, and safety, are supported by the educators, and medical and governmental interests in the community. Fire drills are held at least monthly, the board pointed out in an extensive public announcement on emergency plans at the schools, published in the local daily newspaper.

MAKING TODAY'S NEWS

Hyde. The O. A. Peay High School Parent-Teacher Association will conduct a study of the dropout problem as related to the school district this year.—*Washington Daily News*, Nov. 29, 1962.

Durham. The Durham Community Planning Council, at the request of Gov. Sanford, Monday will initiate groundwork for a project eventually designed to alleviate the problem of school dropouts in Durham County.—*Durham Sun*, Nov. 28, 1962.

Goldsboro. The agricultural technology department of the Goldsboro Industrial Education Center will offer six evening courses during the winter program.—*The News-Argus*, Nov. 29, 1962.

Montgomery. The introduction of testing in the elementary schools on a countywide basis this year for the first time marks a significant step in providing guidance in the grammar schools, Mrs. Almena McLeod, elementary supervisor, said this week.—*Montgomery Herald*, Nov. 29, 1962.

Chapel Hill. The Chapel Hill Board of Education made plans Monday night for including in the public school curriculum instruction about communism.—*The Weekly*, Dec. 5, 1962

Winston-Salem. The people of Winston-Salem and Forsyth County will decide at the polls Jan. 29 whether they want a consolidated city-county school system at a 38 cent school tax rate.—*Charlotte Observer*, Dec. 4, 1962.

Alamance. The Graham School Board tonight asked permission from the Alamance County Board of Education to initiate a merger of the Graham School District with the City of Burlington.—*Greensboro Daily News*, Dec. 4, 1962.

Orange. State officials conducted a school bus safety workshop here Thursday night for representatives from Durham, Orange, Person and Caswell Counties as part of a State-wide attack on bus accidents.—*Durham Herald*, Nov. 30, 1962.

Engineering Degrees Increase at Graduate Level And Decrease at Undergraduate Level

Engineering degrees at the graduate level continue to increase at rates far surpassing that of most other fields of higher education, Dr. Francis Keppel, U. S. Commissioner of Education, announced recently.

During the past seven years, the rate of increase in the number of doctorates in engineering has been three times greater than the rate of increase for all other fields combined. At the master's level, the rate of growth has been about twice that of all other fields combined. The number of doctor's and master's degrees awarded in engineering has approximately doubled in the seven-year period.

The number of Ph.D.'s awarded in engineering during the school year ending June 30, 1962, was approximately 1,200, an increase of nearly 28 per cent over the preceding year. Enrollments for the doctorate for the fall of 1962 have increased by about 24 per cent over last year, to approximately 9,750, more than three times the enrollment seven years earlier.

The number of master's degrees awarded in engineering during the past year was approximately 8,900, an increase of nearly 9 per cent over the preceding year. Furthermore, enrollment for the master's degree in engineering increased by approximately the same per cent, to roughly 35,800, nearly double that of seven years ago.

At the undergraduate level, engineering continues to experience a decline. The number of bachelor's degrees awarded last year was approximately 34,600, which represents a decline of about 3.5 per cent from the preceding year. Total enrollment at the undergraduate level has declined by less than one per cent, to approximately 230,000. The total enrollment dropped less than the de-

grees awarded because freshman enrollments in engineering had been declining less rapidly during the past two years than they had for several preceding years.

Enrollment in engineering at the freshman level was apparently less last fall than the preceding year. The exact amount of the decline is difficult to estimate as yet, but it will probably be comparable to the 2.3 per cent decline already estimated by the Engineering Manpower Commission. In interpreting these reported declines, it should be noted that reports on engineering freshmen are received only from institutions which award engineering degrees. An increasing number of eventual engineering graduates begin their studies at junior or community colleges and are therefore never recorded as engineering freshmen.

Advanced High School Students in Science, Math, Will Attend Special Classes at Six Colleges

Six colleges in North Carolina are participating in the National Science Foundations' Cooperative College-School Science Program that provides summer study opportunities beyond high school depth to selected students of the upper three grades of high school. The colleges and their programs, as announced by NSF in December, are as follows.

Appalachian State Teachers College, Boone: mathematics or ecological investigations for 50 students, grades 10 and 11, June 15-August 16; director Dr. F. Ray Derrick.

Bennett College, Greensboro: mathematics and any two combinations of biology, physics, chemistry, for 65 students, grades 11 and 12, June 17-July 26; director Dr. Henry Sayles.

North Carolina State College of Agriculture and Engineering, Raleigh: biology, chemistry, or mathematics, for 65 students, grades 10 and 11, and nine teachers, all within commuting distance of daily

Junior Science Symposium

The fifth North Carolina Junior Science Symposium will be held on the campus of the University of North Carolina at Chapel Hill, March 14-16. Joint sponsors are the North Carolina Academy of Science and the U. S. Army Research Office, Durham, with cooperation of the University of North Carolina and the programming assistance by the State Department of Public Instruction.

The official news release says, "The program will provide an opportunity for selected outstanding sophomore and junior students and their science teachers to witness Research in Progress—Science in the Making," and "presentation of papers by selected North Carolina high school seniors." Winning seniors will be invited to attend the National U. S. Army Junior Science and Humanities Symposium at West Point, New York, April 3-5, the announcement says.

classes only, June 10-July 20; director Dr. Willis A. Reid.

St. Augustine's College, Raleigh: mathematics, chemistry, astronomy, for 40 students, grades 11 and 12, June 24-August 2; director Dr. Prezell R. Robinson.

University of North Carolina, Chapel Hill: mathematics and either chemistry or biology for 50 students, boys only, preferably grade 11, June 9-July 19, director Dr. Samuel B. Knight; and physiology research for three students continuing from the 1962 summer program, June 3-July 29, director Dr. Douglas G. Humm.

Woman's College of the University of North Carolina, Greensboro: chemistry and mathematics or biology, for 40 students, girls only, grade 11, June 12-July 14; director Dr. Hollis J. Rogers.

Inquiries should be to the director of each summer program, rather than to the National Science Foundation.

Superintendent Carroll Says...

(Excerpt from address at dedication of the Horace Sisk Junior High School, Fayetteville, December 7, 1962.)

In appraising the school plant, I know that you concur in the feeling that the physical features are, in a sense, secondary. Of greater consequence is this: for what purposes was this building designed and constructed? To be sure, it can serve as shelter for a given number of children and teachers. It can provide comfort, sonitary environment, eye appeal—but these elements are largely physical in nature. A school building is important, it is a necessity, but it is not of prime significance. It has but one basic and justifiable reason for existence and that is to facilitate and effectuate the teaching and learning processes that go on within it. It is an inanimate instrument designed to serve the animate. At its best, it is a harmonious arrangement of spaces in which boys and girls, possible men and women, can grow normally and progressively into happy and more useful people.

Of primary importance in the whole educational process are definite ideas and plans with respect to what is going to happen in the school plant, what could and should happen, by and to and for whom it should happen, and, why any of it should happen at all. Decisions along these lines determine purposes and objectives to be served, and thereby give value to the plant itself.

Now that you have this carefully planned, attractive, spacious school plant, what comes next?

Is it beyond the realm of possibility—of probability—that a poor educational program may be housed within a truly magnificent building? I do not think as long as you have in charge of this school such men and women as you have in your board of education, your superintendent, your principal, your current faculty, that you will have a poor school at this site. At the same time, however, I would pray that you will not be fooled by this building. Within itself, it does not assure you of a truly good school. It merely provides the setting in which you can have a good school!

THE SCHOOL

I am the school.

I am the guardian of the hopes of every generation, and I am true to my trust.

In me all things are equal; in me are no distinctions among those who come to me except the paramount distinctions between those who are proud to serve and those who seek only to be served.

It is my duty not alone to teach,

but equally to learn; to keep perpetually a light upon my altars, kindling them forever afresh from the indistinguishable flame that burns in every heart, the sacred fires of love of knowledge, and love of freedom, and love of country, for as I succeed, America Succeeds. I am true to democracy.

I am the school.

—Anonymous

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CHARLES F. CARROLL

State Supt. of Public Instruction

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EDITORIAL BOARD

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February, 1963

Education is to create men who can see clearly, imagine vividly, think steadily, and will nobly.—Edward Leen

A teacher affects eternity; he can never tell where his influence stops.—Henry Brooks Adams

He that governs well leads the blind; but he that teaches gives him eyes. . .—Robert South

A teacher who can arouse a feeling for one single good action, for one single good poem, accomplishes more than he who fills our memory with rows on rows of natural objects, classified with name and form.—Goethe

Generally, to speak of the school is to conjure up in the public mind an image of a building. It would be closer to the truth if the word school were to bring to mind a picture of the teacher. The teacher makes the school.—Benjamin Willis

Teachers and school administrators are indeed the servants of the people, but not just the people now living. They serve as well the heritage of the past and the promise of the future. An educational leader must observe the shifting tides of public opinion but he must steer by the rock of enduring truth.—William G. Carr

Doctors make sick people well again. Lawyers reconcile people's differences. Clergymen make people better in spirit. But teachers make children and youngsters, half-animal and half-savage, into human beings. Even that would not be possible unless they wanted to become human. Every child, every boy, every youth, in his heart wants to learn and to grow in mind, to the fullest powers of which he feels himself capable. The best teacher in the world cannot force him to do so. All that he (the teacher) can ever do is to help and to encourage. His best reward is to see, not a "product," but a free and independent human being who can think.—Gilbert Highet

Making Accreditation Meaningful

Now that new and revised standards for accreditation have been distributed, an increasing number of North Carolina schools are in the process of evaluating their total programs in terms of those characteristics which make for good schools. The values inherent in cooperative self-study, supplemented by visits from professional consultants, cannot be over-emphasized. In fact, this approach to accreditation is a positive way of guaranteeing that the process has real meaning for all those involved.

Realizing that objectives at the local level are laudable and worthwhile, the State Department of Public Instruction in cooperation with many representatives from the field has formulated standards for accreditation in terms of those purposes and values which are felt to be at the heart of a good school program.

Emphasis in the new standards is on quality, meeting individual needs and establishing conditions conducive to learning. For example, the number of books in a school library is important, but it is even more significant that these books are being consistently and intelligently used. In this area, standards for accreditation emphasize effective teacher-pupil use of the library and its facilities more than the actual number of books. Or, take another example: Space and facilities may be satisfactory in a science laboratory, but the new standards for accreditation stress as of even greater significance the value of the scientific method, the problem-sharing approach, the necessity for constant experimentation, and the urgency for individual and group research.

In the area of organization and administration all standards actually revolve around one major concept: Organization and administration should exist for the primary purpose of improving the educational program of the school. Standards in the area of curriculum and instruction emphasize the

needs, interests, and abilities of individuals, with particular stress on the necessity for variety and flexibility in programs of instruction. Standards for personnel focus attention on the teacher's ability to guide the learning activities of youth as well as around adequacy in number. In the area of equipment, instructional materials, and school supplies, standards spell out the necessity for schools having "instructional materials, equipment, and supplies in sufficient quantity, quality, and variety to implement an instructional program in harmony with the philosophy of the school." Standards for school plant and physical environment stress such factors as size, safety, and facilities for meeting specific needs of staff members and pupils.

Accreditation has meaning only when standards reflect those values and purposes which characterize a good school. North Carolina's new standards focus attention on quality, individual needs, and a climate for learning, whether in the area of administration, instruction, personnel, materials, or school plant. As schools look carefully at themselves in terms of these accreditation standards, education in the State will move forward in many desirable ways.

Fire Drill Payoff

The first whiff and sight of smoke in the library at Broadway School in Lee County came just after one o'clock on Wednesday afternoon, January 2, 1963. About one minute later the 389 pupils attending school that day completed a safe and orderly evacuation with teachers and other employees.

It was only another routine fire drill they thought. Pupils nearest to the school principal, A. K. Perkins, asked when they could get back to classes. Already fire departments were cranking up their trucks to answer the call. In the

school yard every pupil was accounted for, and everyone remained in his group.

With the pupils and staff safe, adult volunteers were soon joined by firefighters in removing the contents of the burning portion of the building. They brought out most books, desks, and audiovisual aids, as news reporters who came told the State. They confined the fire to the older, two-story section of the building, erected in 1925.

The regular and thorough fire drills for pupils and staff had paid off. The community and State are grateful that no one was injured.

The principal, the school board and superintendent, and the community which supports the school, can be commended along with every pupil, teacher, and staff member, for this exemplary fire drill and the preparation for it.

The people of North Carolina, through the legislature, require frequent fire drills at every school. The General Statutes, in Section 115-150, provide: "It shall be the duty of the principal to conduct a fire drill during the first week after opening of school and thereafter at least one fire drill each month in each building in his charge, where children are assembled."

The contributors to the accomplishments at Broadway School on January 2 were many. Participation of men and equipment from nine fire departments deserves commendation. Ingenuity of farmers near the school in providing additional water for the large number of firefighters is worth remembering. This was a community effort on a large scale, and it was spontaneous. The spontaneity was not purely of inspirational variety, however. It was the result of planning and readiness. All who participated will be remembered by every parent, and by every school child who returns to class in the seven classrooms in the one-story addition that was saved, and the science building, cafeteria, and gymnasium building that were untouched.

Public School Insurance Fund Profit and Savings Are Reported: Began on Borrowed Funds in 1949

The State Board of Education Public School Insurance Fund made a net profit of \$2,961,623.40 in the thirteen years of operation through June 30, 1962, as shown on the financial report made public at the State Board of Education meeting on December 6. Most of this earned surplus is invested in \$2,600,000 worth of United States Treasury notes and bonds.

The report shows that 104 of the State's 173 school administrative units were insured by the fund, as of last June 30. Wake County schools had the largest amount of insurance in force, \$15,132,800, and Andrews city schools in Cherokee County had the least, \$465,600.

Large Return for Andrews

Andrews received \$99,000 from the Public School Insurance Fund in the year ending June 30, 1962—the largest amount going to any school unit for the year, and the lion's share of the total payments for fire and other losses, \$127,808.83 for the State as a whole. For its contribution during the year, Andrews city school administrative unit paid into the Fund \$695.04 on premiums effective through June 30, and another

\$499.65 in advance premiums effective into the present school year.

Payments and Premiums

Total payments for fire and losses in the 13 years were \$2,959,454.09, and earned premiums were \$5,460,284.80, giving a 54.2 per cent loss ratio to earned premiums for the period.

Premiums have more than covered losses except for one year, 1953, when \$356,610.50 was paid out for losses and \$352,237.68 was received in earned premiums.

Insurance in Force

Total insurance in force on June 30, 1962, was \$354,903,845. Coverage now is near 75 per cent of replacement value of the insured buildings. Under commercial insurance in 1949, and average of only 25 per cent of the replacement value was covered. Just before the State insurance fund for public schools was established, commercial insurance companies issued notice of a 25 per cent rate increase.

The Year 1961-62

For the year ending June 30, 1962, earned premiums totalled \$521,740.84. Fire and other losses amounted to \$127,808.83. The loss

ratio to earned premiums was 24.50 per cent.

Expenses for the fiscal year ended June 30, 1962, totalled \$205,049.06, the report shows. Of this amount, \$39,550.00 was in salaries and wages. Reinsurance premiums were \$29,540.56, and the remainder was in fire and other losses reported above. The smallest expense item was "Repairs to office equipment, \$7.00."

Net profit for the year 1961-62 was \$389,730.85, the report shows.

Starting Loan Repaid

Operation of the Public School Insurance Fund started on July 1, 1949, with a loan of \$2 million from the State Literary Fund, as reserve for payment of losses. The Literary Fund is another account administered by the State Board of Education. The Public School Insurance Fund repaid \$1 million in the year ending June 30, 1958, \$500,000 in the year ending June 30, 1961, and the remaining \$500,000 in the year ending June 30, 1962.

Most School Bus Drivers Are 16 or 17 Years Old

In answer to questions on whether raising the minimum legal age for drivers on the highways of North Carolina from 16 to 18 would improve highway safety, at least two dissenters were quoted in news media of the State in January.

In Charlotte, Dr. J. W. Wilson, assistant superintendent for business service in the Charlotte-Mecklenburg schools, said most of the 246 drivers in his school unit are under 18 years of age. He added that they have outstanding safety records.

In Raleigh, Phil Ellis, managing director of the North Carolina Traffic Safety Council, said raising the age limit would destroy the school bus system. North Carolina has the largest school bus fleet of any state, he pointed out, "and one of the safest in the entire world."

"Over 90 per cent of those school bus drivers are students—ages 16 and 17," Ellis added.

What Other Countries are Doing in Education

Australia. As one means of overcoming the shortage of technical colleges in a state of vast distances and a scattered population, mobile technical colleges have been in service in New South Wales since 1938, thus supplementing the work of the existing technical colleges and correspondence courses.

Austria. A "polytechnical year" is to be instituted as a ninth school year for those pupils who, having completed eight years of schooling, do not pass on to a secondary school.

Belgium. Students who obtain 60% of the possible total of marks in their last years of secondary schooling have the right to a scholarship for university studies.

Brazil. In order to encourage pupils in secondary schools to perform experiments in physics, chemistry, biology and natural history, the Brazilian Institute of Education, Science and Culture has recently distributed nine thousand science teaching kits to the secondary schools throughout the country.

Italy. The Minister of Education has recently decided to offer the necessary school textbooks free of charge to all primary school children.

Poland. The reform of the public instruction and education system establishing the principle of an 8-year primary school and a 4-year general culture secondary school is being introduced progressively.

Film on Consolidations

The North Carolina Coordinating Film Board, under director James Beveridge, is preparing a 30-minute documentary motion picture film on school consolidations in North Carolina. Beveridge said the film will review various problems of consolidations. Actual production is being contracted, he said.

The motion picture is to be available throughout the State, to include use on television stations. It is intended to be of permanent value for showing to groups considering consolidations.

The State Board of Education voted \$20,000 to the film production project at its December meeting.

M. C. S. Noble, Jr., Dies; Former Department Member

Marcus Cicero Stephens Noble, Jr., 63, director of the former Division of Information and Statistics, North Carolina State Department of Public Instruction, from 1926 to 1933, died on December 22 in Boston, Massachusetts, after a long illness.

Since 1945 Dr. Noble had been a professor of educational psychology at the University of Rhode Island. He had served on the staff of Columbia University, and with the U. S. Civil Service Commission. He was author of numerous texts and articles. Before joining the department he had served on the faculties of the University of North Carolina, Davidson College, and Furman University.

He was born at Wilmington, the son of M. C. S. Noble, who served as dean of the School of Education at the University of North Carolina.

The deceased attended the Wilmington public schools, received a bachelor's degree from U.N.C. in 1921, master of education degree from Harvard University in 1922, and doctor of education degree from Harvard in 1924. He was the youngest student to receive a doctorate from Harvard at that time.

Burial was held at Lexington, North Carolina. Surviving are his widow, the former Dorothy Mendenhall of Lexington, and two sons.

Changes in Methods of Electing School Board Members Proposed for 1963 General Assembly

Changes in current methods of selecting members of county and city school boards throughout the State will be recommended to the 1963 General Assembly by a study commission headed by State Senator James V. Johnson of Iredell County.

Senator Johnson announced in Statesville on January 9 this commission will recommend that selection of members to county and city school boards be made: (1) without the presently required confirmation by the General Assembly; (2) for full terms of four years, to give better continuity on the boards; and (3) without regard for political party affiliation of the candidates, whether selection is by popular vote or by appointment of a local governing body.

Some counties and cities use popular election; others use appointment by county or city commissioners, or by aldermen or other local governmental agency, for nominating persons to fill their school board positions. Also, in some counties the local nominees for school boards have always been confirmed in action by the State legislature.

Senator Johnson, a Democrat, commented on criticism by Republicans that in some instances Democrats have been placed in school board vacancies despite local popular vote favoring a Republican candidate. He said, "education transcends any political gain," and the recommendations would remove local school boards "as far as possible from politics."

The proposed legislation would not affect school board nominations in the present session of the General Assembly, and would not affect the present term of any current member of a county or city school board, he added.

Governor Comments

"There is no place for political seesawing in the school system," Governor Terry Sanford agreed when asked by reporters in Ra-

leigh to comment on the recommendations of the study commission headed by Senator Johnson of Iredell.

"It would be a very bad thing to see board membership fluctuate from election to election," the Governor commented. He said he feels any plan by the General Assembly must be flexible—he doubts that a system right for a large urban county would be right for a smaller rural county.

The Governor endorsed the recommendations as a move toward greater local control of school board membership. He cautioned, however, that local school boards should be responsible for policy, and should leave the administrative functions in schools to their superintendents and principals.

Teacher Supply and Demand Study Will be Published

A survey of the supply of 1961-62 graduates of teacher-preparing colleges in North Carolina and the demand for them in the public schools of the State for the 1962-63 school year, was completed in January. The survey was made by the Division of Professional Services, State Department of Public Instruction, with assistance of the 173 superintendents, and the college registrars, placement directors, or heads of education departments.

The survey data will be used in the sixteenth annual national survey on teacher supply and demand, which is under preparation by the Research Division of the National Education Association. A report and analysis of the North Carolina portion of the national survey will be distributed again this year to superintendents, college officials, and other interested persons as soon as it can be reproduced by the department.

The information should be valuable to high school and college students choosing a teaching field, to their counselors, and to other persons interested in supply and demand of new teachers.

Tercentenary Commission Announces Essay Contest

The Carolina Charter Tercentenary Commission announced on January 15 an essay contest for students in public and non-public schools of North Carolina, on the subject: "The Carolina Charter of 1663: A Milestone in the Advance of Democracy." Prizes for the top six State winners will total \$800.

A two-page "Procedure for Essay Contest" was mailed to all superintendents of county and city schools, by the commission. It states, "Two divisions of competition are contemplated: (1) Senior high school division for any student . . . currently enrolled in United States History; and (2) Junior high school division for any student currently enrolled in North Carolina History."

Winners are to be selected for each school, and for each county and city school administrative unit. Winning essays at the administrative unit level will be considered in the State-wide contest. "State winners will be announced on Monday, May 20, 1963," the procedure says. "It is contemplated that these winners will be invited to Raleigh to receive their awards at a suitable ceremony."

For State winners, "three prizes will be awarded in the junior high competition, and three prizes will be awarded in the senior high competition. First prize in each division will be \$250, second prize \$100, and third prize \$50. The procedure was prepared by a subcommittee headed by Miss Lois Edinger, past president of the North Carolina Education Association.

Source Materials

Numerous source publications will be issued by the commission. The executive secretary of the commission, John D. F. Phillips, stated in the letter to superintendents that, "the first volume of the new edition of "Colonial Records of North Carolina will be released shortly after January 1. . . It is contemplated that a copy of this book will be furnished to the

library of each public school having an eighth grade or higher."

The essay project is a part of the "over-all objective of the Tercentenary: the development of knowledge of a little known period of North Carolina's history," Phillips wrote.

Every part of the State is represented in the membership of the Carolina Charter Tercentenary Commission. Ex officio members are Dr. Christopher Crittenden, Director, Department of Archives and History; Robert L. Stallings, Director, Department of Conservation and Development; and Dr. Charles F. Carroll, Superintendent of Public Instruction.

Fifty-Two Public Schools Are Desegregated

Fifty-two of the public schools of the State formerly operated exclusively for white pupils have enrolled Negroes during the current school term. These schools are attended by 901 Negroes from 16 administrative units, representing .265 per cent of Negroes in schools with white pupils.

The first public school desegregation in North Carolina took place simultaneously in September, 1957, in Charlotte, Greensboro and Winston-Salem. The 16 units operating desegregated schools this year are as follows:

<i>Unit</i>	<i>Schools</i>	<i>Negroes</i>
Asheville	2	73
Chapel Hill	3	30
Charlotte-Mecklenburg	8	427
Craven	4	50
Durham (city)	12	152
Fayetteville	2	6
Goldsboro	1	1
Greensboro	1	35
High Point	4	20
New Hanover	1	1
Raleigh	3	42
Salisbury	1	2
Transylvania	2	7
Wayne	4	25
Winston-Salem	2	20
Yancey	2	10
Totals	52	901

Supt. Wiley Mitchell Dies

Wiley F. Mitchell, superintendent of schools in Franklin County since 1943, died late January 9 at Wake Memorial Hospital in Raleigh. He was 61.

He taught at Youngsville High School in the Franklin County school administrative unit, and served as the school principal, during most of the 1930's. From 1937 to 1943, he was on the staff of the State Textbook Commission, formerly the name of the present division of textbooks of the State Board of Education. He is survived by his wife, the former Irene Edwards of Mars Hill, who resides at the home in Youngsville with their two daughters, and by three sons. Burial was in Youngsville Cemetery, January 12.

The South (17 states and D. C.) has 255,367 Negroes in Biracial schools, according to Southern Reporting Service, representing 7.8 per cent of the region's 3,279,431 Negroes. Number and per cent of Negroes in these states are as follows:

<i>State</i>	<i>Number</i>	<i>+ Per Cent</i>
Alabama	0	.0
Arkansas	250	.230
Delaware	9,460	55.4
Dist. of Columbia	87,749	79.2
Florida	1,168	.532
Georgia	44	.013
Kentucky*	22,765	52.9
Louisiana	107	.036
Maryland	62,121	40.7
Mississippi	0	.0
Missouri**	35,000	41.1
North Carolina	901	.265
Oklahoma*	10,555	25.4
South Carolina	0	.0
Tennessee	1,817	1.13
Texas**	6,700	2.16
Virginia	1,230	.556
West Virginia**	15,500	61.4
Totals	255,367	7.8

* 1961-62.

** Estimated.

+ Of total Negro enrollment.

Mrs. Tora Ladu Visits Indiana University To Study Statewide Project in Languages

In an effort to learn more about the Nation's most ambitious foreign language program. Mrs. Tora Ladu, supervisor of foreign languages in the State Department of Public Instruction, spent two days at the University of Indiana discussing mutual problems with Indiana leaders in their current project to improve pre-service and in-service education of teachers throughout the State. The project also includes the goal of having modern foreign languages in every high school by 1970.

"In North Carolina," declared Mrs. Ladu, "these are our problems also—pre-service preparation that is adequate for the development of real skills in the use of the language itself and in the use of new teaching techniques—as well as in-service education for improving these skills among teachers inadequately prepared for today's emphasis on understanding and speaking."

Indiana University's new ten-year program to improve the teaching of foreign languages from the elementary level through the graduate school has the cooperation of the State Department of Public Instruction, administrators' and teachers' associations, Indiana's universities and colleges, as well as the public schools themselves. "Such statewide interest and cooperation in improving the teaching of foreign languages—including the active support of PTA's, civic groups, and business groups—will almost certainly spell success in Indiana," declared Mrs. Ladu. "It is exactly this type of statewide enthusiasm which we in North Carolina shall need to cope with our current limitations."

In Indiana, Mrs. Ladu reports, the Ford Foundation is subsidizing the program to the extent of \$650,000 over the first five years. "If this pioneer program proves successful, its advantages will be known to other states which might be interested in such a broad program of improvement," added Mrs. Ladu.

While at Indiana University, Mrs. Ladu met the State Coordi-

nating Committee, which included foreign language personnel at all instructional levels, PTA officials, lay personnel, textbook representatives, college deans, business leaders, and school administrators. "In all our sessions it was more than apparent that Indiana and North Carolina have comparable problems in the area of improving instruction in foreign languages. North Carolina will be able to learn much from Indiana's well-planned, well-coordinated, statewide, pilot program."

Dr. Samuel E. Braden, vice president of Indiana University, is serving as chairman of the Advisory Committee for the Indiana Language Program.

Elementary Libraries in Durham County Cited for Outstanding Progress in Nation

Durham County schools have been selected as one of the ten finalists in the Encyclopaedia Britannica School Library awards, according to Dorothy McGinnis, executive secretary of the American Association of School Librarians, and John S. Robling, vice president of Encyclopaedia Britannica. This means that the Durham County schools, among systems with fewer than 25,000 pupils, has the chance now of being one of two systems which in April, during National Library Week, will receive \$2,500 for the purchase of library books. System-wide improvement at the elementary level is the focus of attention in this project.

In speaking of recent progress in the Durham County schools, Cora Paul Bomar, State library supervisor, stated, "The remarkable progress of the elementary school library program is firmly based on wise administrative leadership and citizen support. Trained full-time librarians are especially impressive—a lively, alert group composed of former teacher-librarians and young graduates

National Library Week Set for April 21-27

"Reading—The Fifth Freedom . . . Enjoy It!" will be the theme of National Library Week to be observed April 21-27, 1963, in all fifty states and in Puerto Rico.

The annual theme traditionally serves as the keynote for thousands of activities and projects created by local and state committees to raise the status of reading and stimulate wider use of and support for libraries of all kinds.

The continuing campaign for "a better-read, better-informed America" is sponsored by the National Book Committee, a non-profit, educational group, in cooperation with the American Library Association. Sixty national service, education, professional and religious organizations participate in the program.

work well together. The average teacher load per elementary school librarian is twenty classroom teachers. The county superintendent gives strong support to the library program and indications are that a library supervisor will be employed in the near future. . . . The chief need at the present is for an expended book collection to meet the new national standards of ten books per pupil."

Purpose of the awards is to highlight the importance of good elementary school libraries to quality education and to encourage citizen planning for their development. In addition, school systems must indicate further plans for development.

"We in Durham County are proud of this national recognition. Our progress has been county-wide and has had the enthusiastic support of educators and laymen throughout the County. Whether we are announced as a national winner in April, we shall continue to emphasize the importance of good elementary libraries as one of the bases for a sound instructional program," declared Superintendent C. H. Chewning.

State School Facts

February, 1963

Governor's Commission Calls For More Opportunities Beyond High School

The Report of the Governor's Commission on Education Beyond the High School was published in December as a 134-page book, with illustrations and statistical tables, in two colors. It recommends "the sound expansion of existing public colleges," with "establishment of two and eventually three or more public senior colleges," and a single system of community colleges offering college parallel, industrial, and adult education to nonresident students.

The Report of the Governor's Commission also recommends improving teachers' salaries in public schools, high school testing to identify students likely to benefit from further education, and college-sponsored remedial programs for poorly prepared students. Because of the widespread and continuing interest in the Report of the Governor's Commission, the highlights of the several major portions of it are quoted here.

Location of Institution Affects Opportunity To Attend: State-Wide Distribution Needed

More high school graduates and adults attend institutions that are in or near their community, the Report of the Governor's Commission on Education Beyond the High School points out. Data for 1961, in the Report, shows the best record of college attendance was in the seven counties of North Carolina that have both public and private colleges: 46.4 per cent of their high school graduates of 1961 enrolled in colleges that fall. A slightly smaller proportion, 42.1 per cent, is listed for the other seven counties that have only public colleges. In the 20 counties with only private colleges, only 36.5 per cent of the graduates went to college, and in the 66 counties in North Carolina having no college, only 31.3 per cent of the high school graduates of 1961 went to college. The State-wide average was 36.9 per cent for the 1961 high school graduating class.

Among 62 degree-granting institutions in the State, only six are east of Wake County and the State Capital of Raleigh, as shown on a two-page map inside the front cover of the report.

Community Colleges Needed

"In a state where in 1960 half the families had an income of less than \$4,000 (United States Census of the Population: 1960. General Social and Economic Characteristics, North Carolina. Final Report PC(1)35-C), it hardly need be argued that a great many capable students will not be able to attend a residential college at a cost of \$1,000 to \$2,000 a year. But by living at home, and perhaps by carrying a part-time job, they can afford to attend a local public college" the report continues.

"Another strong factor in favor of non-residential community colleges is their relative economy in capital outlay. Lacking dormitories at a cost of nearly \$3,000 per resident and lacking other supporting facilities of a type essential to a residential college, a non-residential college plant is subsequently less expensive to build and maintain. And the non-residential two-year college is most economical of all, because of its less extensive library, laboratory, and other physical requirements, in comparison with those of

College Enrollments in the Decade Will Exceed Capacity of Public and Private Institutions

"The number of young people seeking admission to North Carolina colleges by the end of this decade will exceed the present capacity of the public institutions plus the planned capacity of the private institutions by more than 31,000," the Report of the Governor's Commission on Education Beyond the High School says.

"This increase should be provided for in part by the sound expansion of existing public colleges, in part by the establishment of two and eventually three more public senior colleges. But this will not by any means meet the

of eliminating the existing facilities deficit while providing for current and future growth."

Projection to 1980

The report projects total enrollments for all institutions beyond the high school, public and private, for the year 1980, in the State as: a minimum of 128,900 or 71 per cent above the 1961 enrollment, and a maximum of about 174,000, or two and one-third times the 1961 level. By 1980, "Public institutions must prepare to receive three-quarters more students than they enrolled in 1961," the report says. It recom-

Growing Enrollments

The Report of the Governor's Commission shows enrollments on October 1, 1962, in the 17 public colleges were 40,056, and in the 45 private colleges were 35,145, for a total of 75,201 college enrollments in the State.

North Carolina's population of college age, 18 through 21 years, was 290,000 in 1960, the report says, and will increase at the rate of 15,000-20,000 a year. Growth to 338,000 in 1965 and 384,000 in 1970 are predicted. Only 24.2 per cent of the North Carolinians of college age, 18-21, were enrolled in the fall of 1960, compared to 37.6 per cent for the nation as a whole in the fall of 1961, the report says.

"The percentage of our high school graduates going directly into college is growing at the rate of about one per cent a year. . . . It is certain that for various reasons —chiefly lack of money, lack of motivation, and poor preparation —many young people with ability to perform capably in college never attempt it."

Nevertheless, the report says, in the fall of 1961, "Only three institutions (all private) reported they could have housed additional students (a total of 230) in their dormitories." The report cautions, "the plain warning is that enrollment demands in the next two or three years are going to exceed the capacity of college housing and other facilities by a wide margin, regardless of the amount of public and private money that is likely to be invested in campus improvements during that period. . . . Thus the 1963 General Assembly and the State face the dual task

ment of a system of comprehensive community colleges. . . . Any senior colleges to be established would be non-residential, commuting colleges."

Minority Report Attracts Attention of Press In Study of Education Beyond High School

The portion of The Report of The Governor's Commission on Education Beyond the High School which attracted greatest attention in news media of the State, during the discussion stage of the Commission's activities, was the minority report. The minority disagreed on only one major recommendation, among the many, and consists of four pages in the 134-page report.

The minority report begins, "The signers of this Minority Report are in agreement with the main body of the Majority Report, but cannot conscientiously approve certain of its recommendations for the reorganization of the State Board of Higher Education. On this subject, there are also some points on which we do agree."

The substance of the difference of opinion is indicated in the following passages of the Minority Report: "We believe that members of the Board should be free of ties to any single institution or region, and should represent the State-at-large. Furthermore, we believe that the proposed reorganization of the board to include college presidents as voting members is totally incompatible with the objective Statewide viewpoint. . . . The Majority Report strikes from the present law the following pro-

public senior colleges, 3 public community colleges, 25 private senior colleges, 16 private junior colleges, and four institutions offering theological degrees only."

Three Community Colleges Could Expand to Four Years

The Report of the Governor's Commission on Education Beyond the High School proposes conversion of community colleges to senior colleges at Charlotte and Wilmington, and if need develops, at Asheville, as follows:

CHARLOTTE: "Within a radius of 30 miles of Charlotte live nearly one-half million people," the report says. "The nearest public senior college is almost 90 miles from Charlotte."

WILMINGTON: "About 100,000 people live within a 30-mile radius of Wilmington. . . . Of the 1961 area high school graduates, 41.5 per cent went on to college. . . . There is no senior college, public or private, closer than Pembroke State College, some 85 miles from Wilmington."

ASHEVILLE: "Two hundred and twenty thousand people live within a 30-mile radius of Asheville. . . . Asheville-Biltmore, although the oldest of the community colleges, has not matched Charlotte and Wilmington Colleges in enrollment growth. . . . The conversion of Asheville-Biltmore College into a non-resident senior college should occur only after that institution's full-time equivalent enrollment in college parallel programs has reached 700 students, or approximately double its 1961 enrollment."

Community Colleges and Industrial Education Centers Should be Combined, Commission Says

The Report of the Governor's Commission Beyond the High School asks, "Should the State continue two parallel systems of post-high school two-year institutions ('community colleges' on the one hand, 'industrial education centers' on the other), or create one system of 'comprehensive' community colleges? The community colleges and the industrial education centers, both tax-supported public institutions, are completely separate systems at present."

The report continues, "There is consensus among outstanding educators with extensive experience in the community junior college field that, on principle, the community college should be comprehensive, incorporating in one institution appropriate technical-vocational, college parallel, and adult education curricula responsive to the needs of the area served by the college. The experience of a number of states indicates that technical-vocational institutions eventually add general education curricula and become more comprehensive in scope. This tendency is already apparent with respect to the industrial education centers in North Carolina."

The Commission's report states, "We recommend that the State develop one system of public two-year post-high school institutions offering college parallel, technical-vocational-terminal, and adult education instruction tailored to area needs; and that the comprehensive community college so created be subject to State-level supervision by one agency."

Under State Board of Education

"Except for Charlotte, Wilmington and Asheville-Biltmore Colleges," which should eventually become senior colleges, the Commission says, "We recommend that responsibility for State-level supervision of industrial education centers and the community colleges now existing or hereafter established be vested in the State Board of Education; that the Board perform its supervisory du-

ties through a new agency created for the purpose and responsible directly to the Board, with a professional staff composed of persons with training and experience appropriate to the supervision of collegiate institutions. . ."

"In addition," the Commission says, "a liaison committee on academic relationships should be established to facilitate articulation and liaison among the various levels of education—secondary schools, two-year institutions, and four-year colleges and universities."

"We recommend: (1) That the State not approve the establishment of a separate community college in any county or service area in which an industrial education center exists or has been authorized. (2) That the State approve and support the introduction of college parallel instruction in the existing industrial education centers where needed, to the end that comprehensive community colleges may thus be developed."

"We recommend that no additional two-year colleges be established under the auspices of or responsible to the Board of Higher Education. Charlotte College, Wilmington College, and Asheville-Biltmore College should retain their respective boards of trustees and their present relationship to the Board of Higher Education, in view of their prospects for conversion to senior colleges."

Financing

The Commission states, "the present methods of financing community colleges and industrial education centers are quite different. . . We believe that certain features from each of the present system of financial support should be retained. Chief among them is the idea of local governmental support." The Commission adds, "the success of the community college depends in a large degree on the strength of local interest in the institution. . .," and "the State is not likely soon to have the means

to underwrite fully a substantial increase in the number of community colleges." The Commission recommends that cost of land, construction, and building maintenance be a local responsibility, which may be shared by two or more counties, that the counties share 15 per cent of operating cost, including the maintenance expenditure; State and Federal agencies share 65 per cent; and the students pay a maximum of 20 per cent of the operating cost, on the average.

Establishing

Communities would be responsible for conducting a study to determine local needs for a comprehensive community college, under direction of the State Board of Education. The Commission report says, "This study should take into account the unmet educational needs of the area, projections of future high school enrollment, and estimates of potential college enrollment, current and anticipated industrial development, plans and expectations of high school seniors, and other appropriate factors." A thirty-mile radius for commuting students should insure a minimum regular attendance of not less than 400 persons or full-time equivalents, the report says.

Eight pages of the report are devoted specifically to proposals for comprehensive community colleges. The remainder of the report concerns all levels of education beyond the high school, and the relationship of high school education to further education or technical training.

Hudson of Onslow To Retire

Superintendent Isham B. Hudson of Onslow County schools plans to retire at the end of the current school term, June 30, he said in Jacksonville on January 15. He has been in the present position for 11 years.

The superintendent explained, "I have been in the education business for 44 years. That's long enough." He was superintendent of schools in Andrews city and Cherokee county administrative units during the sixteen years before he went to Onslow County.

Teacher Education Evaluation Committee Named By Board of Education, Weaver is Chairman

The State Board of Education at its January meeting appointed the State Evaluation Committee on Teacher Education, with 24 members, naming Dr. L. Stacy Weaver, President of Methodist College, Fayetteville, as Chairman. The committee will serve in the new approved program approach to teacher education and certification.

The evaluation committee will review reports from separate visitation committees that will view teacher training and facilities first-hand at colleges in the State. Procedures are specified in standards and guidelines adopted by the Board of Education on September 6, 1962, and issued as Publication Number 353, "Standards and Guidelines for the Approval of Institutions and Programs for Teacher Education," published by the State Department of Public Instruction.

The first college graduates required to be certified under the approved program approach will be the 1966-67 graduates—who will enter as freshmen in the fall of 1963—unless an institution receives approval of its program prior to September 1, 1966.

Persons named to the evaluation committee at the Board meeting of January 3 with Dr. Weaver are Dr. Donald B. Anderson, University of North Carolina, Chapel Hill; Dr. William H. Brown, North Carolina College, Durham; A. Hartwell Campbell, Greenville; F. J. Carnage, Raleigh; James McClure, Asheville; Professor Lewis C. Dowdy, Agricultural and Technical College, Greensboro; Dr. S. E. Duncan, Livingstone College, Salisbury; Dr. Spencer E. Durante, Second Ward High School, Charlotte; Mrs. Eloise Eskridge, supervisor of Johnston County Schools, Smithfield; Mrs. O. Max Gardner, Jr., Shelby; Charles B. Griffin, Jr., Woodville; Dr. H. J. Herring, Duke University, Durham; Dr. Ben H. Horton, Jr., Appalachian State Teachers College, Boone; Dr. Kenneth E. Howe, Woman's Col-

lege of the University of North Carolina, Greensboro; Dr. Douglas R. Jones, East Carolina College, Greenville; Miss Hazel J. Jordan, Farmville; Dr. George A. Kahdy, principal of William G. Enloe High School, Raleigh; Dr. C. D. Killian, Western Carolina College, Cullowhee; Miss Lois J. Lambie, Fayetteville; W. D. Stedman, Asheboro; Dr. Henry S. Stroupe, Wake Forest College, Winston-Salem; Dr. William H. Wagoner, superintendent of New Hanover County Schools, Wilmington; and Dr. Elizabeth Welch of Salem College, Winston-Salem.

After reviewing the findings made by a visitation committee, the evaluation committee will "Make reports and recommendations to the State Board of Education through the Division of Professional Services" of the State Department of Public Instruction.

Staggered Terms

As stated in the Standards and Guidelines, "The Evaluation Committee, consisting of not fewer than eighteen persons, is composed of lay and professional representatives involving all phases and levels of education. Members are named by the State Board of Education from recommendations submitted by the State Superintendent of Public Instruction. They serve for a period of three years, on staggered terms, with no one serving for more than six consecutive years. The officers are a chairman to be selected by the State Board and a secretary. The secretary is the Director of the Division of Professional Services."

The Director of the Division of Professional Services in the State Department of Public Instruction is Dr. J. P. Freeman.

More than a thousand persons, representing a cross-section of educational and lay interests throughout the State, worked in committees and subcommittees that developed the standards and guidelines. As stated by the State Superintendent of Public Instruc-

tion, Dr. Charles F. Carroll, in the foreword of the standards and guidelines publication, "While North Carolina's new program of teacher education and certification is a product of the educators and interested citizens of the State, acknowledgment is due to similar organizations in other states and to national professional organizations for sharing their studies with North Carolina."

Dr. Freeman, in the preface of the same publication, pointed out that, "The education of professional school personnel is recognized as an institution-wide function." The standards cover faculty, facilities, and over-all policies and programs evidenced by institutions preparing professional personnel for schools of North Carolina. The guidelines cover the nature, scope, sequence, and relative emphasis of the preparation programs in the several teaching and special service areas. "Requirements in general education and subject-matter preparation of all teachers are strengthened," and "Teacher education is treated as dynamic rather than static, thus providing for revision of programs as further study, experience, experimentation, and demonstrated needs may indicate."

Salary Raises Recommended For Public School Teachers

"Less than one-half of the three thousand 1961 graduates of North Carolina colleges who qualified to teach did in fact teach in the State in 1961-62," the Report of the Governor's Commission on Education Beyond the High School says. "Only two-thirds of them taught anywhere."

"Last year there was a shortage of 2,600 teachers in this State. We believe these facts to be in large part due to the low return for teaching."

"We recommend that the State continue to increase the pay scales of public school teachers, to the end that enough capable people may be attracted to and kept in the teaching profession."

Unique Program in Economic Education Offered Social Studies Teachers at UNC

For the third successive summer, the University of North Carolina and the R. J. Reynolds Tobacco Company have sponsored a fellowship program in economic education. Designed primarily for junior and senior high school social studies teachers who have had little or no formal training in economics, the program has attracted 60 teachers each summer, with approximately half of this number coming from North Carolina.

The fellowships provided by the R. J. Reynolds Tobacco Company are "all expense" grants, which include tuition, registration fees, room rent, all prescribed instructional materials, an allowance for meals, and a round-trip travel allowance from the city in which the participant teaches to Chapel Hill. In addition, each fellow will receive a personal resource library valued at \$50.00.

Concerned with the general economic illiteracy of responsible adults as well as students being graduated from high schools, the University of North Carolina and the R. J. Reynolds Tobacco Company initiated this fellowship program as a specific aid in upgrading economic instruction in high school. This concern parallels the national interest in this general area on the part of President Kennedy, Secretary of Commerce Luther Hodges, and the Committee for Economic Development.

Three correlated courses will be offered during the special summer program, June 10 through July 19: (1) Contemporary Economic Systems; (2) The Nature of the American Economy; and (3) Business Cycles and Economic Growth. Course content and methods of teaching have been planned to integrate each of the subject areas to form an organic whole which will prove useful to teachers. Voluntary review and discussion sessions will be scheduled periodically to permit exchange of ideas among the participants and the faculty. Guest speakers of State

and national importance will comment on the application of economics to current business and government problems; and a field trip will provide opportunity for group observation of regional economic activity.

Candidates for this program should currently be teaching social studies in an accredited high school or junior high school in one of the following Southeastern states: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. It is expected that all candidates will continue teaching in the social studies field. Criteria used for selection will include evidence of interest in professional improvement, intel-

lectual alertness, and evidence of leadership qualities.

Six months following this special course, an evaluation questionnaire, as in past years, will be sent to participants to determine in what ways the program proved to be effective and to enlist suggestions for improvements. Comments in the past have been so encouraging, according to UNC officials, that continuation of the program seems highly desirable.

Six semester hours of graduate credit may be secured by those who successfully complete the work of this special program.

For further information, those interested should make contact with their principals or write to R. J. Reynolds Tobacco Company Fellowship Office, School of Business Administration, University of North Carolina, Chapel Hill, North Carolina.

NC State to Sponsor Fifth NDEA Institute In Counseling for 30 Advanced Students

North Carolina's only counseling and guidance institute for the summer of 1963 will be held at State College, June 10 through July 19, with Dr. Charles G. Morehead associate professor of occupational information and guidance, serving as director of the institute, according to an announcement by Dr. John T. Caldwell, chancellor of the college, and Dr. J. Bryant Kirkland, dean of the School of Education. This is the fifth NDEA institute in counseling and guidance to be held at NCS.

The Institute, which is designed for advanced school counselors, will offer two graduate courses for the 30 enrollees; one in the area of counseling the able underachiever and a laboratory in supervised practice in counseling the able underachiever.

Faculty for the Institute will include Dr. Morehead; Dr. Earl C. Brown, professor of psychology at the University of Alabama; and Dr. Lawrence H. Stewart, associate professor of education at the University of California at Berkeley. Visiting lecturers will be Dr. Raymond C. Hummel and Dr. David V. Tiedeman of the Graduate School of Education at Harvard Univer-

sity, and Dr. Walter M. Lifton, formerly of the University of Illinois.

Full-time secondary school counselors who have already completed 30 semester hours or more of graduate professional preparation are eligible to apply. In addition to transcripts of all college and university work and a score on the Miller Analogies Test or the aptitude test of the Graduate Record Examination, each applicant will be required to have a statement from his principal and superintendent indicating that he plans to assign the applicant as a full-time counselor during the 1963-64 academic year.

Public school counselors attending the Institute will receive stipends of \$450 for the six-weeks term plus \$90 for each dependent. Classes and laboratories will be held in the new circular classroom building, Harrelson Hall, which is completely air conditioned.

Institute application forms will be sent upon request. Interested counselors should write to Dr. Charles G. Morehead, Director of Counseling and Guidance Institute, Department of Occupational Information and Guidance, School of Education, N. C. State College, Raleigh.

Wake County Seeks to Improve Instruction Through Self-Evaluation by Teachers

Wake County teachers, during the current school year, are spending much of their out-of-class time in studying themselves and their effectiveness as teachers through an instrument cooperatively devised by representative administrators, supervisors, and teachers. The check list, organized under four major headings, is designed to be used experimentally by teachers and principals throughout the County in 1962-63. During the forthcoming summer the instrument will be cooperatively revised and used regularly as a means of improving teaching efficiency, according to Aaron Fussell, assistant superintendent, coordinator of the project.

"It is felt that on-the-job evaluation, done by teachers and administrators through a single evaluation instrument, can serve as a basis for mutual understanding of what constitutes good teaching," declared Fussell. "Moreover, it is felt that self-evaluation *plus* the evaluation of the principal provide an excellent background for productive conferences between principal and teacher. This intensified approach to growth and continued improvement should result in notable progress throughout the county."

The check list is organized as follows: I. "The Teacher as a Person," with subheads which include, "General Competence," "Personal Characteristics," and "Character"; II. "The Teacher's Role in the Classroom," with subheads, "The Process of Planning," "The Process of Teaching," "Developing Study Skills," "Developing Creativity," and "Classroom Control and Self-Discipline"; III. "The Teacher's Co-Instructional Responsibilities," with subheads on "Records and Reports," "Conferences and Visits," and "Ethics and Cooperation"; and IV. "Evidence of Continuing Growth," with subheads pertaining to "Individual Initiative" and "Cooperating Staff Effort."

Those responsible for formulating this instrument recommend

- That principals and teachers in the several schools of the County plan together for its most effective use
- That principals and teachers plan for face-to-face conferences in which evaluations are constructively discussed
- That evaluations not be used for merit-rating purposes
- That the teacher's self-evaluation record become her own personal property
- That principals refrain from comparing teachers or schools on the basis of these evaluations.

Those who participated in the development of this instrument include Mrs. Eunice Applewhite, Morris Brown, Paul Cooper, G. L. Crews, Marshall Long, Mrs. Louise Moore, and Mrs. Maxine Nuckles. Assistant Superintendent Fussell coordinated the project, and Dr. Vester M. Mulholland of the State Department of Public Instruction served as editor and consultant of the project.

Board Provides Position of Personnel Supervisor

The State Board of Education at its January meeting created the position of personnel supervisor to serve under Controller A. C. Davis. The personnel supervisor will serve the Controller's Office, The Department of Public Instruction, and the Department of Curriculum Study and Research. His work will involve supervision of recruiting, testing and rating of job applicants; supervising classification and pay plans, preparing payroll and budget, accounting, and dealing with the State Personnel Department.

The new position was accepted by Robert L. Andrews of the Controller's Office. Andrews has supervised salary administration during the past year, and the new position is a promotion, with salary range \$7,920 to \$10,104. Andrews lives in Louisburg, and is a 1959 graduate of the University of North Carolina.

Pupils Safely Leave Burning Broadway School Building

All 389 pupils safely evacuated the burning two-story Broadway School building in Lee County within about one minute after smoke was seen in the library, just after one o'clock on the afternoon of Wednesday, January 2.

No one was injured. The pupils thought the evacuation was another regular fire drill, and they inquired of their principal, A. K. Perkins, when they could get back to classes. He said the movement was extremely orderly. The school serves grades 1 through 12.

The fire destroyed the library and 14 classrooms. Volunteers and firemen saved most books, desks, and audiovisual equipment. They also saved the one-story portion of the building, added in 1934, which has seven classrooms, none seriously damaged. The two-story portion, which burned, was built in 1925, with masonry exterior and considerable wood in the interior. Not damaged by the fire were a science building containing two classrooms; the cafeteria; and the gymnasium, all about 100 feet away from the main building.

Nine regular and volunteer fire departments sent men and equipment from Tramway, Deep River, Vass, Sanford, Moore County, West Sanford, Fort Bragg, and Cape Fear Volunteer Fire Department.

To supply adequate water for the many firefighters, farmers laid farm irrigation pipe from a pond about half a mile away. While they were laying the pipe, fire-fighting tanker trucks were shuttling between the school and the pond, and pumper trucks were employed.

The Lee County superintendent of schools, J. J. Lentz, estimated damage about \$400,000 after the fire, and said insurance would cover about 80 per cent of the loss. The fire started in an abandoned room where a heating boiler formerly was located, directly below the library. Cause was not known, but faulty electric wiring was suspected.

Standards for Accreditation Are Distributed

Two publications containing the requirements for school accreditation by the State of North Carolina were printed and distributed to schools in January. They complete a series of three that cover separately elementary schools, junior high schools, and high schools.

The latest, "Standards for Accreditation of High Schools," dated December 1962, is Publication Number 356 of the State Department of Public Instruction, Raleigh. It was issued to schools in mid-January.

The other two are "Standards for Accreditation of Junior High Schools," dated December 1962, Publication Number 355, issued early in January, and "Standards for Accreditation of Elementary Schools," dated November 1962, Publication Number 354, distributed to schools early in December.

All three replace reproduced typewritten copies that were used in limited distribution late in 1962. The last printed version was in the "Handbook for Elementary and Secondary Schools," dated 1953, Publication Number 235. Supply of that handbook is exhausted; copies in use should be posted with notice that the requirements for accreditation are superseded by Publications Number 354, 355 and 356 (November and December 1962).

All three publications give procedures for accreditation, and contain the standards organized under the following headings: Organization and Administration; Curriculum and Instruction; Personnel; Equipment, Instructional Materials, and School Supplies; School Plan and School Environment.

Appendix sections in all three include: "Guidelines for Selection and Use of Instructional Materials and Equipment"; "Upward Revisions—Directions for the Future"; and an index to General Statutes of North Carolina applicable to the school level, by major topic

and General Statute number (through the 1961 session of the General Assembly).

The effective annual date of accreditation is October 1. After initial accreditation, the rating is continued as long as the standards are met or exceeded as shown on the principal's reports and as observed in the school when visited by staff members of the State Department of Public Instruction.

Fifth of State's Teachers Hold Master's Degrees

Nearly a fifth of North Carolina's 1961-62 public school professional staff held certificates based on the master's degree or better, according to a survey made recently by the Division of Professional Services, State Department of Public Instruction.

Of the 44,074 teachers, principals and supervisors employed that year, 8,400 or 19.1 per cent, held Graduate Certificates, Dr. J. P. Freeman, director of the division, pointed out. This number was 1,516 greater than the 6,884 in this category for the year 1959-60, Freeman stated. Less than 5 per cent of the total personnel employed had an education of less than college graduation.

Considering elementary and high school teachers and principals separately, Freeman's study shows that 15.8 per cent of the elementary and 25.0 per cent of the high school group held certificates based on the master's degree or above.

North Carolina compares favorably with other states in the educational attainment of her public school teachers. In 1959-60, latest year for which comparable figures are available, the Tar Heel State ranked 23rd among the 50 states in percentage (12.3) of elementary teachers with master's degrees or better. In the case of secondary teachers, however, the State ranked 37th, with 22.6 per cent of such teachers in this high category.

Portrait Unveiling Honors School Work of A. B. Combs

Ceremony for unveiling a portrait of A. B. Combs was held, with Mr. Combs and members of his family present, at the A. B. Combs School, grades 1-6, in the Raleigh city school system on January 10. The school, named in honor of Mr. Combs' interest and service to the schools of Raleigh and the State, is in its third year of operation.

Mr. Combs was a staff member of the State Department of Public Instruction for more than thirty years until his retirement on October 30, 1959, and was employed in the public school system of the State for forty-nine years, starting as a teacher in 1911.

He was director of the former Division of Elementary and Secondary Education, now called Division of Instructional Services, from 1953 until retirement, and previously was the assistant director of the division, 1933-53.

He first joined the State Department of Public Instruction for one year, 1927-28, as supervisor of secondary education, then called "high school inspector." In 1928-29 he was superintendent of Andrews city schools, in Cherokee County. He returned to his former position in the department late in 1929. During the summers of 1919-24 he was director of summer schools for teachers in Pasquotank and Swain counties.

Mr. Combs is a graduate of Wake Forest College, receiving a bachelor's degree in 1910; he taught Latin there and received a master of arts degree in 1911. His later graduate work was at Columbia University and George Peabody College. He taught mathematics and Latin in Elizabeth City schools, 1911-13; was principal of Bryson City High School in Swain County, 1913-18; high school principal and assistant superintendent of city schools in Elizabeth City, 1918-27. He and Mrs. Combs reside in Raleigh.

The Attorney General Rules . . .

Election to Enlarge City Administrative Unit and Levy Supplemental Tax; Expense of Election; Right to Determine District Lines; Transfer of Property and Operation of Schools in Territory Added

In reply to your recent inquiry: You state that — County Board of Education has received a petition from the — District Schools requesting an election on the question of enlarging — City Schools so as to include the — District and its schools. There is also requested an election on the question of a supplemental tax which would equalize the supplement levied in — City School District if the — District should be added to the — City Unit. This raises some questions which you have submitted to this office.

As to the first question dealing with the expense of such an election, I am of the opinion that you are correct when you say that the proviso in the next to the last paragraph of G. S. 115-122 would control. This proviso clearly states that where territories are added to a city administrative unit the expense of the election shall be borne by such unit. The — City Administrative Unit would, therefore, pay the expenses of such an election.

The next question deals with the definition of "district lines."

The term "district" is defined in G. S. 115-7. You will also note that under G. S. 115-74 the State Board of Education upon the recommendation of the County Board of Education shall create in any county administrative unit a convenient number of school districts and that this district organization may be modified in the same manner in which it was created. It is altogether probable that the State Board of Education should approve any change in district lines (KREEGER v. DRUMMOND, 235 N. C. 8), but I feel that there would not be any objection to the County Board of Education defining or spelling out where the actual line is located and that the decision of such Board would control.

If such an addition to the City Unit is made you are faced with the fact that you have — Negro Elementary School with 532 students less than 200 of these live in the — District. You do not have a Negro school in the entire southern half of — County, and you are transporting some 300 odd students to the — Negro Elementary School. This raises the question as to what becomes of these students if — District merges with — City Unit and votes in favor of a tax supplement. You further raise the question as to whether this is a matter of tuition or if you should provide another school outside of — District. There are also some 70 odd high school students who live in the — District but who attend the consolidated — High School which lies just outside the city limits or the district limits.

Now as to all these questions you are certainly familiar with the fact that students can be assigned from one unit to another either with or without tuition if the Board works out an agreement and each Board adopts the agreement and makes it a matter of record. This authority is found in G. S. 115-176 and also in G. S. 115-163. The two boards of education should, therefore, work out between themselves agreements on exchange of students, assignments of students from one unit to the other, the amount of tuition and whether the same is to be appropriated by one unit and paid to the other, and how long these agreements shall last. I do not think I can tell you anything more on this subject other than the fact that under the law it is a matter of judgment and agreement between the boards.

If the enlargement of the City Administrative Unit and the equalizing tax are approved, then certainly the schools insofar as buildings are concerned would go the — City Unit. As to other property, it is provided by G. S. 115-122.2 that the two Boards shall agree with each other as to the school

property to be conveyed and transferred to the Board of Education of the City Administrative Unit, but I call your attention to G. S. 115-125 which says that no school may be operated by an administrative unit outside of its own boundaries. As I see it, the control and operation of all school buildings in the — District would immediately go the — City Unit if the addition of territory is approved by election, but you may have an agreement as to other property, fixtures and supplies. Attorney General, December 14, 1962.

Petition for Election In District Added to City Unit

In reply to your recent inquiry: You inquire whether or not a county board of education must grant a petition which requests an election as to whether a district of a county administrative unit shall be added to a city administrative unit. You inquire what reasons a county board of education would have for not granting such petition, and if the county board denies the petition would the district have the right to ask the General Assembly for a special act authorizing such an election. You further ask if this would constitute a public-local law or what form it would take.

A petition for such an election must be considered by the county board, and if the petition is for an election to enlarge a city administrative unit it shall be subject to the approval and endorsement of both county and city boards of education which are affected (G. S. 115-120). You will note from the section I have just cited the approval of the petition is in the discretion of the board of education and where the matter is in the discretion of an official board I would think the board should make some findings as to whether or not the addition of a territory from the board's point of view is feasible and convenient from an educational point of view and as to whether or not the addition of the territory to the other unit would create problems in school administration far greater than if the ter-

(Continued on page 16)

LOOKING BACK

In previous numbers of the
North Carolina Public School Bulletin

February, 1958

Dr. N. C. Newbold, formerly head of the Division of Negro Education State Department of Public Instruction, died at his home in Raleigh on December 23.

John C. Noe was one of six contributors to a forum-in-print article which appeared in the January 1958 number of *Safety Education*.

February, 1953

The State's enrollment in higher educational institutions increased from 40,739 last year to this year's enrollment of 41,370, or 1.5 per cent, according to figures recently compiled by Dr. James E. Hillman, Secretary of the North Carolina College Conference.

February, 1948

L. J. Perry, formerly superintendent of the Reidsville city schools and more recently athletic director at Elon College, became North Carolina's first full-time secretary of the High School Athletic Association on January 1, 1948.

Mrs. Willa Frances Sanders, State F.H.A. adviser, Division of Vocational Education, resigned January 1 to accept employment in the Raleigh Public Schools.

February, 1943

The Victory Garden can become, very easily, an important part of the Victory Corps Program, according to Ralph J. Andrews, recently appointed Victory Corps Coordinator of the State Department of Public Instruction.

During the past few months 415 physically handicapped persons have been trained and placed in direct war employment by the Rehabilitation Service provided by the Division of Vocational Education of the State Department of Public Instruction.

February, 1938

Miss Julia Wetherington, supervisor of public schools of Anne Arundel County, Maryland, will come to the Department as associate in the Division of Instructional Service on March 1, it is announced by Superintendent Erwin.

Schools Urged to Nominate Outstanding English Pupils

The National Council of Teachers of English has announced its sixth annual Achievement Awards competition for citations for excellence in English. The competition is open to juniors in public, parochial, and independent high schools in the fifty states, District of Columbia, and preparatory schools abroad.

Tests will be administered in the spring of 1963; results will be announced in the fall of 1963, during the student's senior year. Finalists of the program will be recommended to colleges and universities for consideration for scholarship aid in 1964. Recognition will also be extended to English departments of the high schools nominating successful candidates.

The Achievement Awards program is approved by the National Association of Secondary School Principals for 1962-1963. The deadline for nominations is March 16, 1963. Nomination forms and further information may be obtained from the Director of Achievement Awards, NCTE, 508 South Sixth Street, Champaign, Illinois.

Attorney General

(Continued from page 15)

ritory was not added. I think that findings should be made because the matter of discretion it is true is a very elastic thing but it cannot be arbitrary or capricious.

If the petition is denied, of course the residents of the district can seek legislation for that is open to all persons, but I would doubt the validity of a special or public-local act. I say this because Article II, Section 29 of the Constitution of this State, prohibits the General Assembly from passing any local, private or special act establishing or changing the lines of school districts. There is no reason, however, why the residents of the district could not seek the enactment of a general law which would make the calling of the election mandatory if a certain percentage of the residents of a district requested such an election in a petition. Attorney General, December 14, 1962.

MAKING TODAY'S NEWS

Pitt. The possibility of an attendance officer to serve Pitt County's numerous school children loomed closer this morning as members of the Pitt Board of Education sought more information on the subject. *Greenville Reflector*, Jan. 7.

Charlotte-Mecklenburg. The Central Industrial Education Center here has been selected as one of four or five institutions in the nation which will train business data processing teachers next summer, it was announced today. *The Charlotte News*, Jan. 4.

Hertford. A \$2 million school building program was recommended to the Hertford County Board of Education today. *Greensboro Daily News*, Jan. 8.

Vance. Request was made by the Vance County Board of Education Monday afternoon that the State Legislature make provision for employment of attendance, or truant, officers for the public schools. *The Daily Dispatch*, Jan. 8.

Hyde. A referendum on the consolidation of two mainland schools and a bond issue not to exceed \$500,000 to finance school construction were sanctioned by the Hyde County Board of Commissioners here Tuesday. *News and Observer*, Jan. 9.

Richmond. The matter of consolidation of the school boards of the Hamlet, the Rockingham, and the Richmond County School district, was discussed by the Richmond County commissioners at their regular monthly meeting Monday. *News-Messenger*, Jan. 8.

Cabarrus. Chairman H. E. Cline of the Cabarrus Board of Education said today that a new survey of Cabarrus county's school building needs and proposed consolidation will be made late in January. *The Daily Independent*, Jan. 7.

Wake. All Wake County's 28 elementary schools are to receive certificates of accreditation from the Southern Association of Colleges and Schools today at the monthly meeting of the Wake Board of Education. *The Raleigh Times*, Jan. 14.



MARCH, 1963

RALEIGH, NORTH CAROLINA.

BULL



[VII, NO. 7]

Dropout Reduction Methods Are Discussed by Miller

Methods for continuing the reduction of school dropouts were discussed by the Assistant Superintendent of Public Instruction for North Carolina, J. E. Miller, at a monthly meeting of the Kinston branch of the American Association of University Women on January 12.

Dropouts occur when the schools do not fulfill the students' personal needs and aims, Miller was quoted in the Kinston Free Press daily newspaper. Education designed to serve the student is fundamental to reduction of dropouts, he said.

Consolidations, Capability

To serve the needs of all students, North Carolina's public schools are working toward improved organization including consolidation, and for an improved and diversified curriculum as a continuing effort. Schools are adding personnel in special subject areas. Also, the capability of teachers is rising, Miller noted. He said North Carolina now ranks sixth in the nation in the educational level of its teachers.

Ways to improve the State's education future might include improved enforcement of legal attendance requirements, the Assistant Superintendent said, as other important goals are realized. He presented statistical data for national and State dropout averages.

Closing the Gap

Comparing the number of high school graduates to the number of fifth-grade pupils seven years before, the North Carolina dropout rate improved from 69.8 per cent in 1948 to 50.2 per cent in 1960. The rate for North Carolina was 17.9 per cent greater than the national average in 1948, and was 10.6 more than the national average in 1960.

The speaker cautioned that accurate dropout data are hard to obtain, because of variables, but he said statistics available were of good indicative validity.

Governor Points To "New Life In Education" In Biennial Message To 1963 General Assembly

Much progress has been made in our schools since the General Assembly was here last, Governor Terry Sanford told the members of the 1963 General Assembly in his Biennial Message delivered February 7 following convening of that body on February 6.

"The most dramatic change has been the beginning of a new life in education, across the State, in large counties and little ones," the Governor said. "Teachers are working harder, stretching for new ideas, doing a better job day by day, exhibiting a high morale and a higher sense of duty and dedication.

"More smart and dedicated young people than ever before are choosing teaching as a career. More new teachers, graduating from our colleges, are staying in North Carolina to teach.

"More consolidation, more improvement in courses of study, fewer dropouts, more dedication from principals, greater interest by parents, are positive signs of progress. Along with the emphasis by our State, there has been great new help from the counties and districts, where ultimate responsibility lies. I am pleased to see so much local interest and work, for without this we cannot take much progress. We must urge even greater local support.

"Students, the key and the purpose of all your efforts, are showing that they realize studying is important, that learning is going to mean so much in their lives. They are serious, but with the full enthusiasm of youth are giving a new dimension to our schools. Student leadership is meaning more than ever. Your efforts and faith is being well rewarded by students who have come to full understanding that there is no place tomorrow for the uneducated brain or the untrained skill.

"School administrators are seeking new ways, better methods, fresh ideas, to make the most of the human resources of the State.

"When we first decided to accelerate our school efforts, I pointed out that there is no magic button, there is no easy way, that our sustained efforts for about ten years would be required to reach the top and then full steam would be necessary to keep us there.

"All over this Nation, North Carolina is recognized as a foremost leader in new effort for better schools. Other states are looking, asking, following, and maybe getting ahead of us.

"This is no time to get smug. When I asked the last General Assembly for new money, I said I would be just as demanding of teachers and school people. I have tried to do this and will continue. There is plenty of room for improvement in teachers, school principals, school systems, superintendents, board members, and governors. We know it, and we will try to find that improvement.

"There is also need for continued Legislative support, and the budget requests of the State Board of Education are realistic and reasonable.

"We are moving. Moving in the right direction. If we keep up this rate of effort and improvement and support through this session, and the next two, the General Assembly arriving at this State House in February of 1969 should find that North Carolina has a school system equal to the best in the Nation."

The Governor also pointed out the expansion that has been made in the programs for talented children and in the utilization of television, and he stated that a special commission had been appointed to study and present a program for retarded children.

Superintendent Carroll Says...

Dropping out of school over the years has helped to create one of North Carolina's most serious problems: unemployment plagues thousands of our citizens, especially those without a high school diploma; and advancement on the job, as countless numbers are finding out, is virtually impossible without at least a high school education. In view of the fact that so many adults have found the path to success blocked because of their lack of schooling, the State Department of Public Instruction only a few days ago initiated a program in adult education that will serve civilians 21 years of age and over. Throughout the State, North Carolinians without a high school diploma are now begging for additional training in order that they may secure a job or receive advancement on the job. "Had I only known, I certainly would have remained in school" is the theme of almost every regretful comment.

It is perfectly natural for teenagers to like freedom, independence, and permission to sally forth on their own. It is equally natural for teenagers to want money; clothes that are currently in vogue; an automobile that will get them out and back; and friends with whom they may have fun. It is easy to understand why a teenager desiring money for a weekend of pleasure and confronted with opportunity to earn what he wants by missing school a few days might see no particular significance in a history assignment on the War of Roses or in a new algebraic formula. Such absences, however, lead to more absences and soon a few dollars in hand seem more significant than going to school.

Earning money is important, to be sure. Certain reliable economic facts should be recalled; according to the best information available, a person who has completed the eighth grade now earns 40 per cent more throughout his lifetime than those who do not—\$181,000 as compared to \$129,000; a high school graduate now earns 42 per cent more than one who has completed the eighth grade—\$257,000 as compared to \$181,000; and a college graduate currently earns 69 per cent more than a high school graduate—\$435,000 as compared to \$257,000.

Certainly, these financial benefits are of tremendous importance. Only the foolish would contend to the contrary. For more important, however, are the advantages which schooling offers in terms of developing a complete life. Having and holding a job depends now, more than ever before, on education. Without a job or without the possibility of advancing on a job, one is necessarily doomed to some disappointments in life.

Every 24 seconds, night and day, an unskilled job disappears in the United States, with the result that every week approximately 25,000 unskilled persons have lost employment. Almost all employers now want young men and women with no less than a high school education. Other employers must have individuals with college training or its equivalent. Nothing is more realistic than the stark fact that much of the world is a closed door to those persons who have not availed themselves of the powers of education and who are not continuing to do so. No person with an education ever regrets he has it; no person without an education fails to regret it.

—Prepared especially for Mr. Bill Humphries, Form Editor, News and Observer, for special form edition, February 1963.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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EDITORIAL BOARD

CHARLES F. CARROLL

State Supt. of Public Instruction
Vol. XXVII, No. 7

L. H. JOBE, J. E. MILLER,

V. M. MULHOLLAND, RONALD E. WARE
March, 1963

These also teach: your clothes, your voice, your smile.—Teacher's Letter

Teachers make teaching. And teachers are persons first of all, getting the results they get chiefly because they are personalities.—Laurence D. Haskew

... A good teacher is one who, when she calls upon herself, finds somebody home.—Kentucky School Journal

If this Nation is to grow in wisdom and strength, then every able high school graduate should have the opportunity to develop his talents.—President John F. Kennedy

Teaching is to me the most adventurous, the most exciting, the most thrilling of professions—I had rather earn my living by teaching than in any other way—I love to teach.—William Lyon Phelps

It is surprising what a difference a little imagination can make in motivating our students—and us, too.—E. Glenadine Gibb

As educators, we have moved easily and effectively in the world of ideas. We have, I think, now to learn the more difficult art of moving easily and effectively among people.—H. A. Overstreet

Teachers who love their work are motivated most of all by the belief that they can help their students become better, more effective men and women. This is the central dedication of a teacher.—Hollis L. Caswell

One of the most exciting things about being a teacher is starting with the children where they are—in likes, in interests, in skills—and taking them to places they know not of. New things to like! New interests to pursue! "Look what I can do now!" Let's try to keep alive in our classrooms the adventure of learning, the opening of doors. "What did we learn that's exciting today?"—Lillian Gray

Forward March!

Teacher education in North Carolina is no longer a stepchild! The approved-program approach to teacher education and certification, now being put into effect in all institutions within the State which prepare teachers, gives promise of producing a generation of teachers better equipped to meet the changing needs of youth than ever before. The adoption of this program by the State Board of Education is a milestone in North Carolina's efforts to improve education in the State. One of the most significant aspects of the program is the fact that entire college faculties will be concerned with improving their teacher-preparation programs — presidents, deans, liberal arts staff members, and education faculties as well. Throughout the State the climate is conducive for immediate improvements. *Standards and Guidelines for the Approval of Institutions and Programs for Teacher Education*, fresh from the press, is already in demand among all colleges and universities in North Carolina and in many other states in which forthright efforts are being made to improve preparation programs.

New programs cannot evolve overnight and improved standards cannot be imposed suddenly. For this reason, the State Board of Education wisely has set September 1, 1966, as the date by which all preparation programs must conform to the recently adopted standards and guidelines. This means that institutions must begin making plans now in order that those entering the Freshman class this fall will meet this deadline. This sensible decision gives time for careful and continuing study, for sound modifications, and for consistent progress in each institution in the State. Self-studies are now under way in practically all colleges and universities; and improvements in programs of teacher preparation have already been initiated. Year by year these programs will be modified to meet the new demands of the approved-program approach.

Solid, substantial improvements, based on institution-wide self-studies in terms of the new standards, should place North Carolina in the forefront among the states in efforts to improve teacher education.

Tradesman Views Trends

Austin J. McCaffrey, Executive Director of the American Textbook Publishers Institute, sees trends in education that he says will increasingly affect the quantity and character of instructional materials.

These include the introduction of ungraded elementary classes in place of the traditional graded class system, grouping of pupils homogeneously rather than heterogeneously, team teaching and departmentalized teaching to replace self-contained classrooms, variation in size of classes according to activities, and earlier introduction of more subjects to younger pupils. McCaffrey sees stronger compulsory requirements for teaching the slow learners, and expansion of services for the handicapped. These trends, coupled with continued upgrading in selection and training of teachers and expanded financial incentive to teachers, indicate an accelerated movement to use new teaching aids and materials, he said at a meeting of the Book Manufacturer's Institute reported in *Publishers' Weekly*.

McCaffrey is viewing the changing scene of instructional materials and methods from the standpoint of the producer of such materials. Speaking for his Institute, he has a practical viewpoint, a keen interest in survival and dollars-and-cents aspects of actual, rather than hoped-for, developments.

To see school developments as others see them is a refreshing experience helpful to our orientation, particularly when it comes from a spokesman for an industry that has a thoroughly practical motive for predicting school trends.

Purposes With a Purpose

Revised accreditation standards specify that schools shall put into writing specific aims and objectives for each course in the curriculum. In this connection schools are expected also to describe the scope and sequence of content and to indicate instructional equipment, materials, and supporting services for every course offered. Over the years, a number of schools have developed such aids as a basis for sound instruction and continuing progress. For other schools, this requirement will afford a real opportunity for renewed thinking and planning on the part of all staff members.

Emphasis on objectives should be in terms of such clarity that teachers will know beyond any doubt why they are teaching what they teach. Until this condition is a reality, teachers cannot work with confidence and enthusiasm, and pupils, in turn, cannot contribute their best efforts. Pupils, especially those of high school age, like their teachers, must know the purposes for which courses exist. It is a truism worth repeating: To the degree possible, teacher and pupil purposes should coincide.

As specific purposes for specific courses are carefully determined, it will be necessary that conscious effort be expended in correlating these purposes with those set up for the entire school. Purposes for individual courses should at all times reflect the school's overall philosophy. This suggests, of course, total faculty cooperation and participation in the improvement of the total instructional program.

The accreditation standard which requires written course outlines in which purposes are clearly delineated now affords every school in North Carolina the opportunity and challenge to do that one thing which, more than anything else, can bring vitality to thousands of classrooms.

Purposes for teaching what we teach must be spelled out, understood, and accepted if teaching is to have conviction and authority.

Summer School for Gifted of Grades 11 and 12 Announced for Eight Weeks, Next Three Summers

A summer school for academically talented and artistically gifted rising juniors and seniors from high schools throughout North Carolina will be held for the next three summers on the Salem College campus at Winston-Salem. Four hundred competitively selected students will attend the 1963 session of eight weeks, from June 10 to August 2. The school will be free, including board, laundry service, and room in Salem College dormitories.

Application or nomination forms will be distributed through county and city superintendents of schools. Admission criteria and standards will be published in the near future.

Carnegie Grant, Donations

A grant of \$225,000 for the program was made available to the North Carolina State Board of Education by the Carnegie Foundation on the basis of a proposal submitted by the Governor of North Carolina. Matching funds of \$225,000 were pledged by business, industry, and foundation leaders of Winston-Salem in a meeting there with Governor Terry Sanford on January 21. The combined \$450,000 will finance the school for the summers of 1963, 1964, and 1965 at the rate of \$150,000 each summer.

Governor Sanford said he will ask the 1965 General Assembly, in his final proposed budget as Governor, to provide State funds to continue operation of the program, starting with the summer of 1966.

Faculty

Individuals of wide repute in many fields will be invited to serve as consultants, scientists in residence, artists in residence, or teachers in residence. Superior teachers from North Carolina and elsewhere, will provide the regular instruction.

The educational program will be supervised by the State Department of Public Instruction. The school superintendent is Joseph

M. Johnston, who is supervisor of curriculum development in the Department of Public Instruction.

Governor Sanford announced a three-member executive committee for the summer school, consisting of J. E. Miller, assistant State Superintendent of Public Instruction; I. E. Ready, director of the Department of Curriculum Study and Research; and Virgil Ward, professor of education at the School of Education, University of Virginia, and director of the Southern Regional Education Board project on the gifted. The resident director of the school, who will live on the campus with the students, is C. Douglas Carter of Winston-Salem. Carter is director of special services and the director of summer programs of the Winston-Salem city schools.

Purpose

"The school will provide selected highly gifted secondary school students in North Carolina with a variety of unique and distinctive educational experiences to supplement the usual provisions of local schools," Superintendent Johnston stated. "Further, this school will serve as a model for schools wishing to improve their own programs for the gifted, and will help to train teachers and administrators in providing appropriate experiences for gifted and talented students within the framework of local school systems."

Named "The Governor's School"

The executive committee recommended naming the program "The Governor's School." This committee met on February 1 and 2 at Raleigh with the superintendent, resident director and two consultants, George S. Welsh, professor of psychology at the University of North Carolina, and Franklin J. Keller, founder of the High School of the Performing Arts in New York City. Director Carter explained the proposed program to newsmen after the meeting.

Unique Program

Each student will choose a major field of interest within one of four subject areas offered: the humanities (languages, literature, philosophy, etc.); mathematics; natural sciences; social sciences; and the performing arts (ballet, modern dance, instrumental and choral music, drama, and others). He will have opportunity for concentrated study and for board investigation in his field. He will also be encouraged to explore or choose a minor interest in one or more of the other three fields.

"The organization of the courses will be totally different from anything the students could expect to get now or later," Carter said. "We do not want to offer courses that can be taken at the high school or during the first year of college."

In the mornings, six days a week, each student would spend about three hours in classes devoted to his major field of interest, under plans being developed.

In the afternoons, three days a week, the student would spend about two hours in seminars unrelated to his major field. Generally he would attend any seminar of his choice. On other afternoons the student would be free for individual investigations and study. Two hours daily in the late afternoon would be in organized recreation or free time.

Evenings would be devoted to individual study, seminars, concerts, lectures, dramatic and musical productions and social recreation. All students would participate in one or more dramatic or musical productions, and these will be presented to the public. The faculty would participate also.

Complete facilities of Salem College will be provided, including meals, laundry services, and room. A business manager, librarians, recreation directors, nurses, house mothers, and secretaries will be assigned.

Meeting with Governor

Winston-Salem leaders who met with the Governor January 21

Charlotte-Mecklenburg Bus System Is State's Largest

The Charlotte-Mecklenburg public school administrative unit operates the largest fleet of school buses in North Carolina: 245 buses each day, transporting 20,020 pupils to 52 schools in the county.

"The distance travelled in one day is more than equal to a trip back and forth across the continent of the United States," approximately 7,200 miles daily school bus travel in 597 square miles of school territory, a description in "The Charlotte-Mecklenburg School Report" news pamphlet of January 25 says.

Comparing State and local averages, the report says, "The average bus route in the State is 34.4 miles; in Mecklenburg County a bus route averages 29.8 miles. The average time required per route in the State is 58 minutes; whereas the average in Mecklenburg County is 45 minutes."

"Twelve trained mechanics are employed to keep the buses in good running order. A mechanic checks each bus every day during the school year. . . . During the summer a general overhaul is done on all school buses."

were identified as Henry Ramm, vice president and general counsel of R. J. Reynolds Tobacco Co.; State Senator Gordon Hanes, president of Hanes Hosiery Mills; John Watlington, president of Wachovia Bank and Trust Co.; William Yeager, manager of the North Carolina Works of Western Electric Co.; M. C. Benton, Jr., vice president and treasurer of McLean Trucking Co.; Dale Gramley, president of Salem College; Hollis Edens, executive director of the Mary Reynolds Babcock Foundation; James A. Gray, executive director of Old Salem Inc.; Ralph Hanes, chairman of the board of Hanes Dye and Finishing Co.; Charles H. Babcock, Sr., partner of Reynolds and Co.; and J. E. Collette, president of Security Life and Trust Co.

Publication 'About Going To College' Is Revised And Distributed To School Staffs and Libraries

An up-to-date revision of the guidebook, "About Going to College," listing colleges and licensed business and trade schools and schools of nursing in the State, is being distributed to the 173 public school administrative units in the State by the Department of Public Instruction. About 4,000 copies of the 138-page book has been distributed to high school principals, counselors, teachers, and to school librarians for students' use.

This is the third version of the series started in 1957. Like the others, it contains a study guide for class discussion of ways to prepare for and choose a college or other institution beyond high school.

It has a description furnished by each college in the State, covering accreditation, curriculum, admission requirements, opening dates, costs, and scholarships, and the address to write to for additional information.

New Colleges

Colleges listed for the first time in this revision are:

College of the Albemarle, which opened in September 1961 at Elizabeth City with two-year college and business education programs as the first institution chartered by the State of North Carolina under the Community College Act of the 1957 General Assembly.

Mecklenburg College, the successor to Carver College, at Charlotte, a community college with terminal and two-year liberal arts, business, and secretarial programs.

Methodist College, which opened in September 1961 at Fayetteville, a four-year institution offering bachelor of science and bachelor of arts degrees in numerous fields.

Montreat-Anderson College, renamed from Montreat College, at Montreat, offering a standard junior-college liberal arts curriculum and a terminal course in business education.

North Carolina Wesleyan College, which opened in September 1960 at Rocky Mount, offering liberal arts four-year curricula with bachelor degrees.

St. Andrews Presbyterian College, on a new campus at Laurinburg, offering four-year programs with bachelor of arts, bachelor of science, and bachelor of music degrees.

How to Choose a College

Like former issues, the new book "About Going to College" starts with discussions on: steps in selection of a college, including planning stage and fact-finding stage; visits to colleges, and applying for admission.

The book tells about "Entrance Examinations," and "College Entrance Examination Board Tests." It also has an eight-page section on financing a college education, getting the facts on costs, learning about and qualifying for financial aid and self-help opportunities and budgeting. This publication takes the place of the former Publication Number 308, "Scholarships, Loan Funds, and Work Opportunities," March 1957, which will not be revised and is out of print, the State Superintendent of Public Instruction said. A bibliography in this section lists further sources of extensive information on these subjects.

Other Institutions

For students interested in continuing their education in schools of business, trades, and nursing, the new publication gives a directory of each State accredited or licensed institution. Current information may be obtained from each institution.

The book does not cover the numerous opportunities in adult education offered through the public school system which includes the Industrial Education Centers located regionally in the State. Such information is disseminated from each of the local and regional schools, and the course offerings change according to local and regional demand.

The new "About Going to College," issued as Publication Number 314 of the State Department of Public Instruction, Raleigh, is free to school staffs and libraries.

Budget Recommendations Include Increased Funds For Public Schools During 1963-65 Biennium

If the Budget Appropriation Bill submitted to the General Assembly of 1963 by the Governor and the Advisory Budget Commission is enacted into law, the State Board of Education and the State Department of Public Instruction will have close on to \$75 million in additional funds to administer and allocate to the public schools during 1963-64 and 1964-65.

Included in this increase is a \$1,000,000 for initiating a program of comprehensive community colleges, \$2,166,800 for purchasing equipment for the industrial edu-

cation center program, and \$430,105 for vocational rehabilitation.

Largest portion of the two-year increase, \$58,939,628, is earmarked for the Nine Months School Fund. Under proposals recommended by the Board, \$7,710,061 of this amount is necessary for a continuation of the present public school program, including largely increments in salaries and funds for increased enrollment. The remaining \$51,229,567, known as the "B" budget, will be used for providing for extended opportunities expressed by the Board as follows:

To secure and hold better qualified teachers and principals by increased salaries, sick leave, and additional scholarships	\$19,988,145
To provide improved classroom teaching conditions so that students will have a better chance to learn	20,998,255
To provide professional help for teachers	1,132,867
To give teachers and students the tools they need	5,010,834
To improve special services for the handicapped	324,783
To improve local education leadership	936,110
To improve State educational leadership under the State Board of Education	948,323
To increase State financial help to local school units in school plant operation and transportation	1,890,250
Total	\$51,229,567

Likewise, an increase of \$7,830,992 is recommended in the bill for vocational education; \$2,077,384 for the purchase of free textbooks; \$268,225, for instruction and training for trainable mentally handicapped children; and \$221,208, for professional improvement of teachers. Other smaller amounts are included as indicated in the accompanying table.

In presenting the "B" Budget requests to the General Assembly,

Governor Sanford said, "I firmly believe, and there are thousands across this State who believe with me, that the surest way in which we can give our people a better life is to prepare our children to compete effectively in the age in which they live. We will make every effort to give our adults a better opportunity, through better training and more job opportunities, but the fact remains that our soundest investment is in our boys and girls."

RECOMMENDED APPROPRIATIONS "A" AND "B" BUDGETS

Purposes	1963-64	1964-65	Increase of 1963-65 Over 1961-63	
Department of Public Instruction:				
1. Administration and Supervision	\$ 869,970	\$ 950,787	\$ 1,820,757	\$ 556,517
2. Experimental Program Relating to Merit Plan for Teachers	41,032	41,581	82,613	10,728
State Board of Education:				
1. Nine Months School Fund	238,256,239	245,605,406	483,861,645	58,939,628
2. Incentive Compensation for Recognized Merit in Teaching	120,000	120,000	240,000	120,000
3. State Board of Education	533,470	537,439	1,070,909	332,654
4. Vocational Education	11,041,796	12,119,074	23,160,870	7,830,992
5. Purchase of Free Textbooks	3,999,895	3,373,423	7,373,318	2,077,384
6. Vocational Textile School	107,845	101,887	209,732	20,356
7. Purchase of School Buses	2,580,470	2,580,470	5,160,940	2,084
8. Division of School Planning	181,971	186,301	368,272	155,985
9. Vocational Rehabilitation	1,050,870	1,058,222	2,109,092	430,105
10. Industrial Education Centers—Equipment	1,814,000	1,116,000	2,930,000	2,166,800
11. Instructional Services for Homebound Children	40,000	60,000	100,000	100,000
12. Instruction and Training for Trainable Mentally Handicapped Children	414,666	453,594	868,260	268,225
13. National Defense Education Program	197,776	199,681	397,457	166,209
14. Comprehensive Community Colleges Program	300,000	700,000	1,000,000	1,000,000
15. Program of Education by Television	117,700	120,238	237,938	68,867
16. Curriculum Study and Research	113,762	116,734	230,496	38,491
17. Professional Improvement of Teachers	250,000	250,000	500,000	221,208
Total	\$262,031,462	\$269,690,837	\$531,722,299	\$ 74,506,233

Size of Graduating Class Affects College Entrance

Size of high school has definite relationship to college attendance of the graduates, the ninth annual follow-up survey covering North Carolina's 1961-62 school year graduates, shows.

Schools graduating 100 or more students sent 37.39 per cent of their graduates to senior colleges, compared with 25.15 per cent for schools graduating fewer than 100. The "Follow-up Survey, North Carolina High School Graduates, 1962," shows also the same proportion holds for graduates going to junior colleges: 8.67 per cent for the large schools, and 4.44 per cent for schools with fewer than 100 graduates.

Stronger relationship between size of school and continuation of education in college exists for Negro students than for whites. The survey report shows 39.6 per cent of the Negro students from graduating classes of 100 and more enrolled in senior colleges, and 24.7 per cent from the smaller graduating classes joined them, for a State average of 27.07 per cent of the 1961-62 Negro graduates enrolled in senior colleges. The comparable figures for white students were 37.09 per cent senior college enrollment from graduating classes of 100 or more, and 25.57 per cent from smaller classes, for a State-wide average of 31.43 per cent of the 1961-62 white graduates enrolled in senior colleges.

Junior college enrollments from large graduating classes were 9.54 per cent for white students, 2.21 per cent for Negro; and from classes graduating fewer than 100 students, 6.10 per cent for white students and 1.02 per cent for Negro students. Statewide, junior college enrollment accounted for 6.30 per cent of all 1961-62 high school graduates, constituting 7.84 per cent of the white students and 1.29 per cent of the Negro students graduating.

Ways to Reduce Dropouts, Enlarge Opportunities For Universal Education, Discussed by Carroll

Opportunities to reduce school dropouts in the State through compulsory attendance, support of kindergartens to give children a better start, and enlargement of summer school and vocational offerings, were discussed by State Superintendent of Public Instruction Charles F. Carroll at Charlotte January 17. Speaking to the Charlotte and Mecklenburg Classroom Teachers Associations, he also called for more adult educational opportunities.

"If we really believe in universal education," Dr. Carroll told the association meeting, "we are going to have to take the necessary steps to enforce the compulsory attendance law that was enacted in 1913 and which in the intervening 50 years has not had one penny of State money with which to employ personnel to enforce it."

Dr. Carroll asserted that North Carolina "is on the threshold of advancement and breakthrough in summer school, kindergarten and adult education—all at public expense."

He said that "kindergarten education at public expense, first in selected communities and later State-wide, would do as much as anything to reduce school dropouts. Thousands of our first-year pupils each year are simply not ready for school. Many of them fall behind immediately. Ultimately, frustration and lack of success cause many of these children to drop out of school."

Of summer schools, Superintendent Carroll said, "Our 180-day term is simply not enough to satisfy our needs." Long-term goals for North Carolina education should include more emphasis on summer schools, adult education, and vocational education, he added.

Adults still are not being reached in large numbers. While the State is supporting some vocational education for adults, Superintendent Carroll said, "We aren't providing for the rank and file of our people in general education. There is the untapped field."

"No person is permanently edu-

cated. We are either alert and keen of mind, or we begin to rust."

In vocational education, both for high school students and adults, the Superintendent said, "We need to do more, particularly for women. We have very few vocational courses for women."

New Lunch Staff Member

Mrs. Maxine Moore Forsyth joined the School Lunch Supervisor's staff, in the State Department of Public Instruction, effective January 1. She serves as an area supervisor.

Mrs. Forsyth moved from the Charlotte - Mecklenburg public school system where she was an area supervisor for schools in the administrative unit from August 1957. She has a master of science degree in dietetics and nutrition administration from Iowa State University, and a bachelor of science degree from Battle Creek College, Michigan.

Merger of Winston-Salem City, Forsyth County Schools Is Decided In City-County Election

Winston-Salem city and Forsyth County voters decided in a special election on January 29 to merge the two school administrative units in the county, under a plan set out in State law. They also voted to increase the county's supplement school tax rate from the present 20 cents per \$100 property valuation to 38 cents. There will be no increase for city residents, who already pay 38 cents.

Both measures had to have a majority of total votes cast for the merger to be made.

County Opposed

County voters opposed, 10,631 to 4,156 votes, the increase in their supplemental tax rate, a proportion of 28.1 per cent for and 71.9 per cent against. They also opposed the merger, with 19 of the 20 precincts voting against both questions. Mount Tabor precinct, just outside the city, favored both propositions. The strongest opposition was at Kernersville, which voted 204 for and 1,223 against on

Junior Science Institute

The fifth annual Junior Engineers' and Scientists' Summer Institute in announced by Clemson College, Clemson, South Carolina, and Tennessee Polytechnic Institute, Cookeville, Tennessee, for boys and girls respectively. Two weeks of preplanned survey of career opportunities and content and engineering and science occupations is offered to high school students with three years credits in science and mathematics combined. Cost is \$105 per student, with some financial aid available.

The mandatory schedule for students includes anthropology, astronomy, bacteriology, botany, chemistry, engineering, food technology, genetics, geology, languages, mathematics, physics, psychology, zoology, and career discussions. The program is planned as a sampling of career fields in engineering and science.

the tax question.

County areas outside the city, which have 11,000 fewer voters, polled 54 per cent of the total ballots cast, or 2,218 more than were cast in the city. Of the county's 32,000 registered voters, 48 per cent cast a ballot. Of the city's 43,000 registered voters, 30 per cent voted.

City Vote Decides

In Winston-Salem's 29 precincts, 9,677 voted for and 2,685 voted against raising the tax rate for the county, a proportion of 78.3 per cent for and 21.7 per cent against. The combined city-county vote on the tax question was settled by a margin of 517 votes, less than 2 per cent of the total votes cast: 13,833 for and 13,316 against, for a proportion of 50.9 per cent in favor and 49.1 opposed. The merger vote, decided by combined city-county total, was 15,052 for and 12,438 against, for a margin of 2,614 votes in the combined city-county vote count.

State School Facts

March, 1963

Fewer Students Graduate From High School In 1962 Than In 1961; But Larger Percentage Continued Formal Education

More than 2000 fewer students graduated from the public high schools of the State in 1962 than in 1961, according to statistical information recently compiled by the Department of Public Instruction.

In 1962 total graduates numbered 48,068, down 2,119 from the 50,187 who graduated in 1961, the figures show.

Of the number graduating in 1962, the report shows, 17,710 entered either junior or senior college, this number being 36.9 per cent of the total number graduating in both 1962 and 1961. The number entering a trade, business school, or nursing institution, however, increased from 4,594 in 1961 to 5,198 in 1962, the latter number being 10.8 per cent of the 1962 graduating class, up from a 9.2 per cent in 1961. Thus the percentage of the 1962 graduates continuing their formal education rose from 46.1 in 1961 to 47.7 in 1962.

in city units as compared with 31.3 per cent in county units entered college. This is some better than in 1957 when such percentages were 45.1 and 25.1 respectively. In the first instance the difference was 17.2 per cent, having decreased (partly due to Charlotte-Mecklenburg) from 20.0 per cent in 1957.

When these two groups are compared on the basis of percentage continuing formal education beyond high school, the following is shown:

	County	City	Difference
1962	42.6	58.3	17.7
1957	34.3	51.8	17.5
Increase	8.3	6.5	.2

As stated above, it is thought that the change in category of the Charlotte unit from city to county accounts for some of the change in the difference between county and city units. Another factor in this comparison is the continued increase in the "trade, business education and nursing category."

I. Per Cent of High School Graduates

All Students	1957	1960	1961	1962
Enrolled in College	31.6	35.1	36.9	36.9
Boys	33.6	37.2	38.7	38.0
Girls	30.0	33.2	35.3	35.8
Enrolled in Trade, Bus. School, Nursing, etc.	8.4	8.5	9.2	10.8
Boys	4.2	5.0	6.1	7.9
Girls	11.8	11.6	11.8	13.5
In Military Service	6.2	4.8	4.9	4.9
Boys	13.0	10.0	10.0	9.8
Girls	4.4	3.3	4.4	4.4
End of Formal Education	53.8	51.6	49.0	47.4
Boys	49.2	47.8	45.2	44.3
Girls	57.8	54.9	52.5	50.3
White Students				
Enrolled in College	33.1	37.1	39.3	39.3
Boys	36.2	40.7	42.3	41.3
Girls	30.5	33.9	36.6	37.3
Enrolled Trade, Bus. School, Nursing, etc.	9.1	9.7	10.2	12.1
Boys	4.7	5.8	6.8	8.8
Girls	12.9	13.2	13.3	15.2
In Military Service	6.4	5.0	4.9	4.8
Boys	13.3	10.4	10.1	9.5
Girls	4.4	3.3	4.4	4.4
End of Formal Education	51.4	48.2	45.6	43.8
Boys	45.8	43.1	40.8	40.4
Girls	56.2	52.6	49.7	47.1
Negro Students				
Enrolled in College	27.0	28.7	28.9	29.0
Boys	24.8	25.6	26.2	26.3
Girls	28.6	31.2	31.1	31.2
Enrolled in Trade, Bus. School, Nursing, etc.	6.1	4.8	5.5	6.7
Boys	2.6	2.4	3.6	4.5
Girls	8.7	6.8	7.1	8.5
In Military Service	5.5	4.2	4.6	5.0
Boys	12.2	8.9	9.9	10.7
Girls	4.4	4.4	3.3	4.4
End of Formal Education	61.4	62.3	61.0	59.3
Boys	60.4	63.1	60.3	58.5
Girls	62.3	61.6	61.5	59.9

II. FOLLOW-UP SURVEY OF HIGH SCHOOL GRADUATES TOTAL

CATEGORY	NUMBER GRADUATES					INCREASE					PER CENT GRADUATES				
	1937	1960	1961	1962	One Year	Two Years	Five Years	One Year	Two Years	Five Years	1957	1962	Co.	City	City
Seniors Graduated	38,581	45,291	50,187	48,068	-2,119	2,777	9,487	-4.2	6.1	24.6	67.0	33.0	67.8	32.2	32.2
Boys	17,583	21,104	23,342	22,921	-421	1,817	5,338	-1.8	8.6	30.4	30.0	15.6	32.0	15.7	15.7
Girls	20,998	24,187	26,845	25,147	-1,698	960	4,149	-6.3	4.0	19.8	37.0	17.4	35.8	16.5	16.5

Tables

The tables presented below contain facts regarding high school graduates and follow-up statistics concerning these graduates for four selected years.

percentage. This table also shows a percentage comparison between county and city units for 1957 and 1962.

Boys and Girls

Although a larger percentage (38.0%) of the 22,921 boys who graduated in 1962 entered college than of the 25,147 girls (35.85), a greater percentage (49.3%) of girls continued their formal education than boys (45.9%). This is because a much larger percentage of girls (13.5%) entered trade, business schools, and nursing institutions than boys (7.9%).

It will be observed from the table (first third) that percentages for both boys and girls in the first two categories, representing formal education, are up in 1962 from what they were five years ago in 1957. The percentage in military service, on the other hand, was down for boys. Thus the overall percentage of those boys and girls who ended their formal education with high school graduation tends downward.

More than 50 per cent of the graduates from white schools continued their formal education in 1962—39.3 per cent in college and 12.1 per cent in trade, business or nursing institutions. Nearly 36 per cent of the 1962 graduates from Negro high schools enrolled in colleges, trade schools, business schools, and nursing institutions. This percentage was slightly greater (1.3%) than the year before and 2.6 per cent greater than five years ago.

All these figures indicate that the percentage of boys and girls, both white and Negro, who con-

Boys	5,905	7,837	9,041	8,702	865	2,797	-3.7	11.0	47.4	25.9	48.3	32.0	50.0
Girls	6,299	8,049	9,471	9,008	959	2,709	-4.9	11.9	43.0	24.3	42.1	30.7	46.8
Enrolled in Trade, Bus. Schools, Nursing, etc.													
Boys	3,223	3,870	4,594	5,198	604	1,328	1,975	13.1	34.3	9.2	6.7	11.3	9.8
Girls	744	1,056	1,423	1,802	379	746	1,058	26.6	70.6	142.2	2.8	7.1	7.4
Boys	2,479	2,814	3,171	3,396	225	582	917	7.1	20.7	37.0	12.6	10.2	13.7
In Military Service													
Boys	2,385	2,135	2,435	2,339	-96	154	-46	-3.9	7.0	-1.9	6.8	5.0	4.8
Girls	2,293	2,114	2,334	2,241	-93	127	-52	-4.0	6.0	-2.3	14.5	10.3	9.8
Boys	92	71	101	98	-3	27	6	-3.0	38.0	6.5	.5	.3	.4
End of Formal Education													
Boys	20,759	23,350	24,646	22,821	-1,825	-529	2,052	-7.4	-2.3	9.9	58.9	43.2	52.6
Girls	8,641	10,097	10,544	10,176	-368	79	1,535	-3.5	8.3	17.8	54.6	38.6	51.1
Boys	12,128	13,253	14,102	12,645	-1,457	-608	517	-10.3	-4.6	4.3	62.6	47.4	55.2
WHITE and INDIAN													
Seniors Graduated													
Boys	29,278	34,405	38,676	36,753	-1,923	2,348	7,475	-5.0	6.8	25.5	68.7	31.3	63.2
Girls	13,593	16,254	18,171	17,844	-327	1,590	4,251	-1.8	9.8	31.3	31.4	15.0	33.3
Boys	15,685	18,161	20,505	18,909	-1,596	758	3,224	-7.8	4.2	20.6	37.3	16.3	33.9
Enrolled in Sr. Colleges													
Boys	7,579	10,113	12,152	11,547	-605	1,494	3,968	-5.0	14.2	19.3	40.3	25.9	43.8
Girls	3,872	5,177	6,127	5,795	-332	618	1,923	-5.4	11.9	49.7	20.2	45.9	46.4
Boys	3,707	4,936	6,025	5,752	-273	816	2,045	-4.5	16.5	55.2	18.6	35.2	26.1
Enrolled in Jr. Colleges													
Boys	2,118	2,608	3,034	2,883	-151	215	765	-5.0	8.1	36.1	6.5	8.8	7.4
Girls	1,045	1,422	1,559	1,574	15	152	1,529	1.0	10.7	50.6	7.2	8.8	8.5
Boys	1,073	1,246	1,475	1,309	-166	63	236	-11.3	5.1	22.0	6.0	8.8	8.0
Enrolled in All Colleges													
Boys	9,697	12,781	15,186	14,430	-756	1,649	4,733	-5.0	12.9	48.8	25.8	49.1	33.3
Girls	4,917	6,599	7,686	7,369	-317	770	2,452	-4.1	11.7	49.9	27.4	54.7	34.6
Boys	4,780	6,182	7,500	7,061	-439	879	2,281	-5.9	14.2	47.7	24.4	44.0	32.2
Enrolled in Trade, Bus. Schools, Nursing, etc.													
Boys	2,659	3,347	3,962	4,442	480	1,095	1,753	12.1	32.7	63.3	10.0	7.1	12.7
Girls	641	942	1,239	1,575	336	633	934	27.1	67.2	145.7	5.5	3.0	9.7
Boys	2,018	2,405	2,723	2,867	144	462	819	5.3	19.2	37.1	13.8	10.9	15.4
In Military Service													
Boys	1,874	1,732	1,908	1,774	-134	42	-100	-7.0	2.4	-5.3	7.2	4.8	4.9
Girls	1,805	1,634	1,824	1,699	-125	15	-106	-6.9	9.9	-5.9	15.0	9.6	9.7
Boys	69	48	54	45	-9	27	6	-10.7	56.2	8.7	.5	.3	.3
End of Formal Education													
Boys	15,048	16,545	17,620	16,107	-1,513	-448	1,059	-8.6	-2.7	7.0	56.7	39.0	49.1
Girls	6,280	7,028	7,422	7,201	-221	172	371	-3.0	2.5	15.6	52.1	32.7	46.0
Boys	8,518	9,516	10,198	8,906	-1,292	-619	88	-12.7	-6.4	1.0	61.3	44.8	52.0
NEGRO													
Seniors Graduated													
Boys	9,303	10,886	11,511	11,315	-196	429	2,012	-1.7	3.9	21.6	61.7	38.3	63.1
Girls	3,990	4,850	5,171	5,077	-94	227	1,087	-1.8	4.7	22.2	25.6	17.3	27.7
Boys	5,313	6,036	6,340	6,238	-102	292	925	-1.6	3.3	17.4	36.1	21.0	35.4
Enrolled in Sr. Colleges													
Boys	2,353	2,946	3,159	3,134	-25	188	781	-8	6.4	28.9	20.5	33.0	22.8
Girls	930	1,179	1,280	1,254	-26	75	324	-2.0	6.4	34.8	18.4	30.6	20.3
Boys	1,423	1,767	1,879	1,880	1	113	457	.1	6.4	32.1	22.0	35.1	24.8
Enrolled in Jr. College													
Boys	154	159	167	146	-21	-13	-8	-13.2	-8.2	-5.2	1.7	1.5	1.4
Girls	58	59	75	79	4	20	21	5.3	33.9	36.2	1.9	1.8	1.1
Boys	96	100	92	67	-25	-33	-29	-27.2	-33.0	-30.2	1.6	2.2	1.0
Enrolled in All Colleges													
Boys	2,507	3,105	3,326	3,280	-46	175	773	-1.4	2.4	30.8	22.2	34.5	24.2
Girls	988	1,258	1,333	1,333	-22	95	345	-1.6	7.7	34.9	20.3	31.4	22.1
Boys	1,519	1,867	1,971	1,947	-24	80	428	-1.2	4.3	28.2	23.6	37.3	25.8
Enrolled in Trade, Bus. Schools, Nursing, etc.													
Boys	564	523	632	756	124	233	192	19.6	44.6	34.0	6.3	5.6	6.3
Girls	103	114	154	227	43	113	124	23.4	99.1	120.4	2.9	4.0	5.2
Boys	461	409	448	529	81	120	68	18.1	29.3	14.8	8.8	8.5	8.1
In Military Service													
Boys	511	453	527	565	38	112	54	7.2	24.7	10.6	5.4	5.6	4.7
Girls	488	430	510	542	32	112	54	6.3	26.0	11.1	12.4	12.8	10.3
Boys	23	23	17	23	6	—	—	35.3	—	—	.5	.3	.4
End of Formal Education													
Boys	5,721	6,805	7,026	6,714	-312	-91	993	-4.4	-1.3	17.4	66.1	54.3	64.8
Girls	2,411	3,068	3,122	2,975	-147	-93	564	-4.7	-3.0	19.2	64.4	54.4	63.6
Boys	3,310	3,737	3,904	3,739	-165	2	429	-4.2	.1	13.0	67.1	53.9	65.8

School Units Sending Most Graduates To College, Other Training, Military, and Employment, Shown

School administrative units that lead in the number of the 1961-62 graduating class enrolled in education beyond high school, in military service, or gainfully employed, may be noted in the "Follow-up Survey, North Carolina High School Graduates, 1962." This 17-page report of public school graduates was issued by the State Department of Public Instruction.

To Senior Colleges

Leaders sending the greatest proportion of graduates to senior colleges are the following school administrative units.

For white students: Greenville 68.75 per cent (99 of 144 graduates), Chapel Hill 63.93 per cent (78 of 122 graduates), Hendersonville 59.41 per cent (60 of 101 graduates), Southern Pines 58.82 per cent (20 of 34 graduates), and Greensboro 57.34 per cent (406 of 708 graduates). Other administrative units with more than half of the graduating class enrolled in senior college are Burlington, Fayetteville, Hickory, Kinston, Newton, Pinehurst, Raleigh, Salisbury, Winston-Salem, Fairmont, Lumberton, Maxton, and Red Springs.

For Negro students: Greensboro 72.08 per cent (173 of 240 graduates), Hickory 70.97 per cent (22 of 31 graduates); and both at 66.67 per cent, Canton (4 of 6 graduates) and Dare County (2 of 3 graduates); followed by Durham city 59.91 per cent (133 of 222 graduates). Others sending more than half their graduates are Fayetteville, New Bern, Stanly County, and Tarboro.

To Junior Colleges

Sending the greatest proportion of graduates to junior colleges are the following units.

White students: Elizabeth City 32.30 per cent (38 of 118), Tyrrell County 30.43 per cent (7 of 23), New Hanover County 30.34 per cent (162 of 534), Statesville 28.92 per cent (48 of 166), and Wadesboro 22.97 per cent (17 of

74). Others with more than 20 per cent are Asheville, Concord, Franklin County, Franklinton, Monroe, Pasquotank County, and Pender County.

Negro students: Shelby 12.50 per cent (3 of 24), Hickory 9.68 per cent (3 of 31), and New Hanover County 8.57 per cent (12 of 140). Others with more than 5 per cent are Charlotte-Mecklenburg, Concord, Fairmont, and Oxford.

Other Education

School administrative units sending the greatest proportion of graduates to trade and business schools, to nursing schools and other noncollege education institutions are as follows.

For white students: St. Pauls 34.90 per cent (15 of 44 graduates), Kannapolis, 31.33 per cent (73 of 233 graduates), Granville County 27.05 per cent (33 of 122), Lee County 23.91 per cent (22 of 92), and Orange County 23.08 per cent (30 of 130). Others with 20 per cent or more are: Beaufort County, Craven County, Davidson County, Pender County, Rutherford County, Stanly County, and Tryon.

For Negro students: Macon County 50 per cent (1 of 2 graduates), Roanoke Rapids 41.27 per cent (26 of 63), Person County 38.83 per cent (40 of 103); both at 33.3 per cent, Dare County (1 of 3) and Jackson County (1 of 3); and Yadkin County 31.58 per cent (6 of 19). Others with 20 per cent or more are: Marion, Moore County, and Red Springs.

Military Service

The greatest proportion of graduates going into military service are shown for the following school administrative units:

For white students: New Bern 18.23 per cent (33 of 181 graduates), Leaksville 16.67 per cent (30 of 180), Tarboro 13.59 per cent (14 of 103), Elm City 13.33 per cent (6 of 45) and Pitt County 11.99 per cent (35 of 292). Others with 10 per cent or more are

House Committee on Education

Wilson, chairman; Drummond, Hawfield, Henley and Kiser, vice-chairmen; Bailey, Baker, Barbee, Bennett of Carteret, Bennett of Yancey, Britt of Johnston, Brooks, Bunn, Burden, Carroll, Chase, Cooper, Davis, Delamar, Eagles, Evans of Mecklenburg, Forbes, Garinger, Garner, Green, Greenwood, Hargett, Hill, Holshouser, McFadyen, McMillan of Robeson, Messer, Moody, Murphy, Newman, Palmer, Poteat, Ramsey of Madison, Randall, Rodenbough, Sawyer, Speed, Stockton, Story, Swann, Thornburg, Uzzell, Vaughn, West of Cherokee, White, Whitley, Williamson of Brunswick, Williamson of Columbus and Woodard of Wilson.

Cherryville, Clay County, Graham County, Madison County, Pamlico County, Warren County, and Washington city.

For Negro students: Cherryville 16.00 per cent (4 of 25), Carteret County 15.38 per cent (8 of 52), Elizabeth City 14.29 per cent (11 of 77), Leaksville 13.89 per cent (5 of 36), and Monroe 13.64 per cent (3 of 22). Others with 10 per cent or more are Gates County, Greenville, Hamlet, Pinehurst, Reidsville, Weldon, and Yadkin County.

Employed

Gainful employment for the greatest proportion of 1961-62 graduates is reported by the following administrative units.

For white students: Lincoln County 62.39 per cent (68 of 109 graduates), Stokes County 61.88 per cent (125 of 202), Anson County 56.18 per cent (50 of 89); and, both at 50.00 per cent, Mooresville (62 of 124) and Polk County (48 of 96).

For Negro students: Jones County 77.78 per cent (49 of 63); and, both at 75.00 per cent, Perquimans County (48 of 64) and Shelby (18 of 24), Scotland County 71.83 per cent (51 of 71), Iredell County 71.19 per cent (42 of 59), and Madison-Mayodan 70.83 per cent (17 of 24).

Approximately 50,000 Pupils Participate In State-Sponsored Shakespearean Project

Approximately 50,000 North Carolina pupils and nearly 800 teachers in 60 high schools across the State witnessed the Shakespearean performance by Theatre-In-Education, Inc., made possible through the cooperation of the Old Dominion Foundation and the State Board of Education, between January 15 and February 22. North Carolina is the first state to sponsor with State funds such a far-reaching dramatic project.

Scenes from *Romeo and Juliet*, *Julius Caesar*, and *Twelfth Night* were presented by professional actors in a one-hour program, which delighted students and teachers from Wilmington to Asheville. Acting, costuming, scenery, and lighting effects were considered excellent by administrators, teachers, pupils, and newspaper reviewers. Typical of numerous remarks by administrators is the following by Superintendent Luther A. Adams of Southern Pines, "The Shakespearean presentation . . . was a highly professional production and was enthusiastically received in this unit. I have heard many splendid comments from our staff and student body . . ."

Prior to attending these performances, pupils were helped to understand and enjoy them through teacher aids developed by Mrs. Phyllis Peacock and James Sauls of Needham Broughton High School for *Romeo and Juliet*; by Mrs. Peggy Caskey and Mrs. Tina Baker of Durham High School for *Julius Caesar*; and by Dr. John Ebbs of East Carolina College and Dr. Jack Porter of N. C. State College for *Twelfth Night*. These aids were distributed to teachers throughout the State whose students were planning to attend "Shakespeare, Seen by Scene."

Miss Lyn Ely, executive producer, of New York City, accompanied the cast during its first week of performances and rejoined the group during its last week in North Carolina. "Never in my experiences with the theatre have students

seemed better prepared for the Shakespearean production than in North Carolina; and never have so many audiences responded with genuine understanding and appreciation," declared Miss Ely. "Hospitality throughout the State was delightful; we could not have been treated more delightfully."

Evaluation of performances was made in each administrative unit as part of the follow-up experiences afforded students in this educational experiment. Results of these reactions will be of help to the producer as well as the State.

Criteria considered by a State Committee in choosing the 60 schools for participation in this project included adequacy of auditoriums, population density, travel time between performances, unusual interest in project, necessity for concentration on high school audiences, and the possibility of coordination with adjacent administrative units.

While in Raleigh Governor and Mrs. Terry Sanford entertained the New York group. Speaking of the project, Governor Sanford stated: "The idea of taking Shakespeare in its proper dress and manner to the schools is the sort of new development that interests us greatly, the type of experiment which holds rich promise for our children and our school system."

Dr. Vester M. Mulholland of the Department of Public Instruction served as coordinator of the project.

'Living The Language'

Spanish or French will be spoken at all times by student residents of Language House at Appalachian State Teachers College, June 13 through August 6. Graduate credit is offered for those who complete courses in new methods of instruction and acquaintance with peoples of the areas speaking the language. Participants may receive \$75 per week for the eight weeks, plus \$15 per week for each dependent, under the National Defense Education Act.

Carbon Tetrachloride Fumes

Teachers wiped up all the fire extinguisher fluid they could reach after a glass-bulb extinguisher broke in a Nebraska school. Most of the fluid ran into a cold-air intake in the floor. The furnace-room blower circulated the fumes, and children and teachers became nauseated. The building was cleared of people and the fire department was called. Some of the children were ill through the night, but all were back in school the next day.

As a result, Nebraska State Fire Marshall Joseph Divis advised that all Nebraska schools should remove every carbon tetrachloride fire extinguisher at once. Divis said that school principals in doubt about the safety of fire extinguishers should arrange for a check by a local fire department.

Special Education Enrolls 1,997 In Mecklenburg

Fifty-five special education classes are operated by Charlotte-Mecklenburg public schools, officials state in "The Charlotte-Mecklenburg School Report" of January 25. Enrollment is 1,997.

The director of special education in Charlotte-Mecklenburg schools, H. Jay Hickes, reports the enrollments and classes are as follows: academically talented, 54 pupils in 3 classes; educable mentally retarded, 641 in 39 classes; trainable children in school, 42 in 4 classes; crippled children in special classes, 29 in 3 classes; crippled children at Rehabilitation Hospital and Memorial Hospital, 20 in 2 classes; Crittenton Home, 21 in 2 classes; blind children in special elementary class, 10 in 1 class; juvenile diagnostic center, 25 in 1 class. The enrollment of 1,997 children in special education includes also 36 children in a sight-saving program, 1,036 children in a speech therapy program, 74 crippled children in regular classes, and 9 blind pupils in regular junior and senior high school classes.

Merit Pay Pilot Study Director Issues Report On First 18 Months to Answer Popular Questions

Dr. Brank Proffitt, director of the North Carolina Teacher Merit Pay Study, reported in January on activities at the three school administrative units that are cooperating as pilot centers in the study: Gastonia city, Martin county, and Rowan county.

In an information leaflet prepared for teachers and other interested persons who inquire about the study, he said, "There seems to be general agreement that this program has been an over-all stimulus for instructional improvement; . . . that principals are encouraged by this program to give far more time to matters related to instruction."

485 Teachers Participate

At all three pilot centers participation is optional for every teacher. Dr. Proffitt reported, "Out of 1,079 teachers employed in the three cooperating school systems, 485 of these, or about forty-five per cent, made application to participate in the experimental programs."

"Each teacher, whether participating in the experimental program or not, took part in the orientation and was provided a complete set of policies, procedures, criteria, record forms, etc.," the leaflet explains.

The merit study program was authorized by the 1961 General Assembly which appropriated \$120,000 "to be used during the second year of the project as incentive compensation for recognized merit in teaching as required by this Act." The 1961 Assembly also appropriated \$40,000 for each fiscal year of the biennium of 1961-63 for salaries, office and travel expenses "in the formulation of instruments of measurement and the administration" of the program, under the Superintendent of Public Instruction.

Organization

Dr. Proffitt's information sheet explains that during the 1961-62 school year the pilot studies were organized, including procedures and criteria to be used at each of the three pilot centers. Through-

out the 1962-63 school year, the three pilot programs have been in actual operation.

"The early weeks of this school year were used for orientation of teachers and training of observers," Dr. Proffitt reported. "After initial orientation and training were completed, formal observations of classroom teaching and follow-up observer-teacher conferences began, and an evaluation record is now being compiled for each participating teacher."

Operation

"Principals and other supervisory personnel who have taken the training provided in the program make the classroom observations, hold the post-observation conferences with teachers, and file observation and conference reports in the evaluation folder. In addition, the teacher concerned and the teacher's principal file certain supporting information in the folder. The teacher has access to the folder at any time and knows what evidence has been filed," the leaflet explains.

"Toward the end of the school year, a final evaluation committee will make the decision as to whether the teacher gets merit pay. The final evaluation committee will be constituted as follows: in Gastonia, the director of instruction, the teacher's principal, and the teacher's supervisor; in Martin county, the superintendent of schools, the teacher's principal, and the teacher's supervisor; in Rowan County, the teacher's principal and supervisor. In Gastonia and Rowan County, the teacher can appeal the decision to the superintendent of schools; in Martin County, the teacher can request a review of the decision with himself present," the leaflet says.

Strengths and Weaknesses

"Such a program should lessen the likelihood," the leaflet says, of "favoritism and other discriminatory practices . . . because of the systematic approach which it makes to evaluation, the out-in-the-open nature of the records

kept, the serious self-study which goes into formulation of the program, the training given to supervisory personnel, and the emphasis which is placed on objectivity, fairness, and professionalism in carrying out the evaluative processes."

"Probably the greatest difficulty encountered up to this time in implementing the program is the case load for system-wide supervisors, principals in the really big schools, and full-time teaching principals." The report added, "A longer period of operation is essential to a proper assessment of such matters as validity and reliability of the evaluative process, number of personnel and staff time needed to carry out the program, effect of the program on staff relationships, and other conditions necessary for successful operation."

History

The General Assembly of 1959 authorized a commission for study of teacher merit pay. That commission reported that "The principle of paying teachers according to quality of performance is sound. In addition the factor of preparation and experience should be considered in the over-all salary schedule. . ." The commission found that "a completely acceptable instrument upon which to adopt a general system of merit rating . . . has not been developed," and it recommended that "systematic experimentation in merit rating should be instituted." Copies of the 28-page printed report of that commission, dated December 16, 1960, still may be obtained from the Director of Publications, State Department of Public Instruction, Raleigh.

Senate Committee on Education

Walton, chairman; Long and Seay, vice-chairmen; Bailey, Clark, Hamilton, Hanes, Harrington, Johnston, Johnston, Jones, Martin, Meares, Midgett, Mills, Scott, Shelton, Simmons, Snow, Story, Walton, Whitley, Williams and Yates.

State Commission for Mentally Retarded Urges More Teacher Training, Curriculum Development

The Commission for the Mentally Retarded in its report to Governor Sanford recommended more State and local efforts in teacher training; in curriculum development, demonstration, and research; in identifying, evaluating, and rehabilitating retarded children. Among main recommendations are the following:

Teacher training: The Commission recommended (1) "Establishment of an institute at the University of North Carolina . . . for the training of classroom teachers" for mentally retarded children; and (2) One hundred grants of \$400, and another hundred of \$100 each, to be "available annually for summer school work to upgrade teachers" for the mentally retarded.

Curriculum development and supervision: The Commission recommended the addition of one specialist in curriculum for the mentally retarded to the present staff in this area at the State Department of Public Instruction. (The present staff consists of a supervisor, two consulting psychologists, two consultants in education of mentally retarded, and a consultant in speech and hearing, plus secretarial assistance.) The Commission suggested "an annual appropriation of \$15,000 to cover salary, secretarial expense, and travel." The primary responsibility of the curriculum specialist would be coordinating the demonstration and research programs.

Demonstration and curriculum research: The Commission recommended "at least six" pilot programs for educable and trainable retarded in public schools, for devising and evaluating methods of teaching, creating and evaluating new instructional materials, and serving as demonstration centers for other teachers and school personnel in the State. The six pilot programs "should be located in different geographic regions, including rural, semirural, and metropolitan areas. They should operate for . . . at least five years

. . . staff by State-allotted teachers." The Commission proposes that for each of the six pilot programs, "\$15,000 should be appropriated to cover the cost of additional salaries, materials, and supplies," in the public school administrative units participating.

Identification and evaluation of retarded children: "A Child Health Supervisory Clinic should be developed as a part of the program of the local health department in every county in North Carolina under the guidance of the State Department of Health. All cases not being managed by private physicians would be referred to these." The Commission commented, "Private physicians, public health nurses, well-baby clinics, social workers, child welfare workers, occasional ministers and school teachers (particularly for the less retarded) all play a role in case finding." A combination of health defects and retardation may be present in a single child, the Commission pointed out.

Public information: "Every possible step should be taken to inform and interpret to the people of North Carolina the total problems which face the mentally retarded, their families, and the total population."

Rehabilitation: Among many recommendations for rehabilitation activities, the Commission said, "Residential vocational rehabilitation centers should be established in areas where job opportunities are available so that these centers can serve large geographic areas."

The Commission for the Mentally Retarded was appointed by Governor Terry Sanford on February 28, 1962. It consists of 19 members and a research associate. The Chairman is Charles E. Waddell, of Winston-Salem; vice-chairman is Courtland H. Davis, Jr., M.D., of Bowman Gray School of Medicine, Winston-Salem; and the Secretary is Felix Barker, supervisor of education for exceptional children, State Department of

Foreign English Teachers Visit Eight N. C. Units

Twelve English teachers, nine from South America and three from Japan, spent part of January and February visiting school systems in North Carolina as part of their educational experiences in the United States. Prior to coming to this State, the group had studied linguistics and teaching methods in the University of Texas for three months.

In North Carolina the group was assigned to eight administrative units in which primary consideration was given to observing the teaching of English and other languages. Each teacher also spent time in observing some additional phase of education in which he is interested, such as television education, in-service training, music, technical education, and the like.

Prior to visiting in local communities, the group was briefed by the State Department of Public Instruction and spent one day visiting N. C. State College, Duke University, and the University of North Carolina.

The nine men and three women included the following: Elias Jaime Goldstein, Argentina; Miss Ruth H. Vega, Bolivia; Francisci Sidou, Brazil; Miss Ruth Oliveira, Brazil; Mrs. Ines Gilberto, Chile; Jaime Trajane Guevara, Ecuador; Hisao Kakei, Japan; Kiyoshi Masukawa, Japan; Harunito Sawanobori, Japan; Amadeo Horna, Peru; Sergio Regules, Uruguay; Marco A. Gonzalez, Venezuela.

Administrative units in which the foreign teachers lived and observed for three weeks were Raleigh, Durham, Greensboro, Winston-Salem, Albemarle, Charlotte, Wilson, and High Point.

The project was coordinated by Dr. Vester M. Mulholland, director of educational research, who, on frequent occasions, also consults with English teachers.

Public Instruction, Raleigh. The report of the Commission was submitted to the Governor on October 5.

Ladu and Vandiver Attend 75th MLA Meet; Proficiency of FL Teachers Stressed

Increasing awareness of the need for improving teacher preparation in the area of modern foreign languages was the theme that ran through the entire meeting of the Modern Language Association at its seventy-fifth annual conference, held in Washington late in December, according to Mrs. Tora Ladu and Evelyn Vandiver, who represented the State Department of Public Instruction at this session. Approximately 3,000 delegates attended the several associated meetings, of whom approximately 25-30 were North Carolinians. Mrs. Ladu and Miss Vandiver were interested primarily in the meetings of the National Council of State Supervisors of Foreign Languages.

"Throughout the conference stress was placed on the necessity for improved programs of preparation and for more emphasis on better programs of in-service growth," declared Mrs. Ladu and Miss Vandiver. "In North Carolina and the rest of the Nation this dual problem plagues the challenges those who would improve the over-all quality of modern foreign language instruction."

While attending the MLA, Mrs. Ladu participated on a panel pertaining to foreign languages in the elementary schools.

Another high light of the conference was the announcement by Assistant Secretary of State Harlan Cleveland that beginning next July "all candidates for the Foreign Service must have both a reading and speaking fluency in at least one foreign language to be accepted." At present, Secretary Cleveland reported, 90 per cent of the Foreign Service personnel have a working knowledge of another tongue and 64 per cent have a professional proficiency. "A total of 56 different languages are now being taught officers in Washington and in the field," he declared.

Recent developments in foreign language teaching at all levels and in all languages were presented in a multi-media documentary program on four occasions during the convention, under the sponsorship

of the U. S. Office of Education. Coverage included new techniques of instruction, new teaching materials, FL institutes, in-service training, role of state supervisors, FLES, equipment, teacher proficiency tests, programming foreign languages, films, television, fellowships, research, statistics, the NDEA, new curricular patterns, and publications.

Dr. James Hillman Retires, Remains Active in Education

Dr. James E. Hillman retired after thirty-seven years of service with the State Department of Public Instruction, effective January 1. He accepted a position as part-time consultant to Methodist College, Fayetteville; he will teach at Appalachian State Teachers College, Boone, during the first summer session, and at Shaw University, Raleigh, during the present spring term.

Dr. Hillman is a former Dean of Education at Appalachian State Teachers College. In the State Department of Public Instruction, he served in the Division of Professional Services, and was director of that division when he left on October 1, 1959, to serve as Assistant Director of the State Board of Higher Education. After two years with the Board of Higher Education, he returned to the Division of Professional Services as advisor in teacher education, which position he occupied on retirement.

For twenty-six years Dr. Hillman was secretary-treasurer of the North Carolina College Conference, and was president for one year. He is a member of the Committee of standards for that conference since 1924.

Dr. Hillman has no plans for leaving the field of teacher education entirely, and he looks forward to continuing at least part-time employment in that field in this State.

Here and Yonder

- **Fraternities and sororities** in Cincinnati's public high schools have been banned, effective next September. They had been subject to school supervision, but this was halted, effective February 1, by action of the school board. More than 1,600 boys and girls had been enrolled in 46 groups now banned from the schools.—*E d u c a t i o n U.S.A.*

- **A direct relationship** between heavy smoking by high school students and lower school achievement has been indicated by a study of the American Cancer Society. A survey of 22,000 high school boys and girls in Portland, Ore., showed that heavy smokers are less likely to be good students than nonsmokers, that they fall behind more grade levels than nonsmokers; that they tend to take less challenging courses; and that they are more likely to end up at the bottom of the class.—*American School Board Journal*.

- **The unemployment rate** among youth who left high school last year without graduating is estimated at 26.8% for more than the 17.9% rate of high school graduates' . . . Current Census Bureau figures show median incomes of men with college degree as \$7,260; with high school diploma, \$5,050; with grade school education, only \$3,450. Dropouts are suffering a growing handicap. — *American School News*.

- **Appalachian State Teachers College** will observe its 60th anniversary with a year-long commemoration of significant events and happenings in the colorful history of the State institution, according to announcement by President W. H. Plemmons.—*News Bureau Release*.

- **Despite** a state law requiring compulsory school attendance by children between the ages of seven and 16, a New York judge has ruled that a 15-year old married girl does not have to attend classes. . . In his ruling, the judge said that because she was married, the girl was not in need of school supervision.—*School Management*.

The Attorney General Rules . . .

Enlarging City Unit

In reply to your recent inquiry: I refer to the subdivision adjacent to the _____ City Administrative Unit which would like to become a part of the City Administrative Unit. At the present time the _____ County Administrative Unit has jurisdiction over this subdivision. A petition has been presented to your Board from which I judge that the people are interested in holding an election on the question.

You should, of course, consult your own attorneys on this question.

You will find in G. S. 115-116 (c) that an election can be called and is authorized for such purpose. You will find in G. S. 115-118 that where the school area in question is less than a district, such being your situation, the petition should have the signatures of a majority of the qualified voters in the area. You will find in G. S. 115-119 the information that must be contained in the petition, and you will also find in G. S. 115-120 that a petition to enlarge an administrative unit must have the approval of both the county and city board. The petition should also ask for approval of the same rate of tax where an area is proposed to be annexed to a city unit. In other words, if _____ levies a special supplementary six then the area annexed must levy the same tax.

This is a general outline of what must be done but you will have to have your attorney set up and follow the details of this statutes. Attorney General, January 31, 1963.

Endowment Fund

In reply to your recent inquiry: You state that a local citizen would like to contribute \$25,000 as an endowment fund for _____ High School for the purpose of establishing scholarship assistance to worthy graduates of this School.

I would suggest that you set up a permanent endowment fund as provided by Article 39 of Chapter 115 of the General Statutes, beginning with G. S. 115-316. You will find in G. S. 115-318 that the Board of Trustees may accept donations and gifts upon such reasonable terms and conditions as the donors may designate, and I see no reason why the Board of Trustees of such an endowment fund may not accept and administer this money for scholarships. You will also find this same law appearing as Chapter 970 of the Session Laws of 1961.

I believe that either _____ County Unit or _____ City Unit has established such a fund, and you may write _____, Attorney at Law, _____, N. C., on this subject. Attorney General, January 31, 1963

NEA Research Shows Tar Heel Teachers Will Earn Average \$4,975 This Year

The State's public school teachers this year will earn an average annual salary of \$4,975, or \$98 more than last school year. The national average is estimated at \$5,735.

The figures are estimates compiled by the Research Division of the National Education Association. The figures, issued annually by the NEA, are contained in *Estimates of School Statistics: 1962-63*, published last month. The estimates are only for public elementary and secondary schools.

The estimated average salary hike for North Carolina teachers represents a two per cent increase over the average salary of \$4,877 paid in the 1961-62 school year, whereas the average national increase was four per cent.

For the entire instructional staff of the State's public schools—which includes not only teachers but also principals, supervisors, and other persons whose tasks are directly

Honored for Science Talent

There North Carolina high school students are among 327 honor award winners in the nation for the 1963 Science Talent Search, as announced by the sponsoring Science Clubs of America. Robert Lee Carroll, Jr., of Clinton High School, Henry Charles Kelly of Needham Broughton High School in Raleigh, and Judith Blair Farmer of New Hanover High School in Wilmington, are the State's winning contestants, on the basis of experiments they performed and reported on individually. They are eligible for consideration for the 40 scholarships to be offered, averaging nearly \$1,000. The sponsor distributes the honors list to colleges throughout the nation, which during the 22 years of the annual search have selected numerous winners for additional local scholarships.

related to teaching—the average salary throughout the State is \$5,175, or \$200 more than the average for teachers alone. Last year, the average salary for the entire instructional staff was \$5,087.

Other 1962-63 estimates for North Carolina from the report:

Pupil enrollment in public elementary and secondary schools by the end of this school year—up 1.7 per cent to 1,161,500.

Classroom teachers—up 2.7 per cent to 39,975.

Total income of the public schools—up 2.4 per cent to \$383,000,000.

Total expenditures—up 4.9 per cent to \$375,500,000. This includes capital outlays of \$49,000,000 up 11.4 per cent from the previous year, and \$9,500,000 for interest, up 3.3 per cent.

Operating costs for the average number of pupils enrolled throughout the entire year—up 2.2 per cent to \$280.

LOOKING BACK

In previous numbers of the
North Carolino Public School Bulletin

March, 1958

Carlton Fleetwood, associate in safety education, was recently appointed to the Fire Safety Education Activities Committee of the National Safety Council.

Miriam Daughtry, assistant State supervisor of trade and industrial education for practical nursing, was awarded the master's degree from North Carolina State College on February 3.

March, 1953

A 12-member commission to make a study of the possible use of educational television was appointed the latter part of January by Governor Umstead.

Thomas R. Foust, former superintendent of Guilford County Schools, died in Raleigh on January 30 at the age of 85 years.

March, 1948

Dr. John Decatur Merrick was inaugurated as the fourth president of East Carolina Teachers College, Greenville, on March 6.

Dr. Alfonso Elder was elected to head North Carolina College at Durham at a meeting of the Board of Trustees of that institution on January 20.

March, 1943

Fifty-one High School Victory Corps planning conferences have been held by members of the State Department of Public Instruction during the past two months with North Carolina superintendents and principals.

The Department of Public Instruction and the University of North Carolina are cooperating in holding demonstration institutes in Wartime Physical Fitness in the public schools throughout the State.

March, 1938

Mr. Chas. E. Spencer of High Point has been added to the staff of the Division of Instructional Service in the Department of Public Instruction, it was recently announced by State Superintendent Clyde A. Edwin.

Certificates in Gates County

The Gates County Board of Education at its January meeting decided to issue both high school diplomas and certificates. Only diplomas have been issued. Hereafter, diplomas will be issued to graduates who meet the requirements of unit credits prescribed in academic instruction leading to college entrance qualification. Certificates will be issued to graduates who satisfactorily complete the minimum credit units but do not meet the requirements for a diploma.

The board voted also to increase the minimum credit units required for completion of high school, from 16 units at present to 17 units in 1963-64, and to 18 units in 1964-65 and thereafter.

Map of Education Offices In Raleigh Is Published

A map showing the eight locations in Raleigh of State Department of Public Instruction offices was issued in January by the Department. The back of the sheet has an organization chart of the public school services of the State.

On letter-size paper, the map shows main thoroughfares of Raleigh with location of the main offices in the Education Building at the corner of Edenton and Salisbury Streets; the offices for audiovisual education, driver and safety education, exceptional children, talented, music education, and testing, at 215 North Blount Street; civil defense adult education, merit rating study, and National Defense Education, in the Brown-Rogers Building at 115 Hillsboro Street; veterans education in the Mansion Park Building at the corner of Blount and Edenton Streets; school lunch offices in Cameron Village Post Office Building at 505 Oberlin Road; the library for industrial education centers at 129 East Morgan Street, vocational rehabilitation at 1124 Hillsboro Street; and sections of library service, school lunch, elementary and secondary education located at 133 East Hargett Street.

MAKING TODAY'S NEWS

Durham. Some 150 parents and public school personnel gathered here last night at Club Boulevard School for the first program presented in connection with the Durham City PTA Council's annual parent education study course. *Durham Sun*, January 30.

Wake. Appalled by the poor condition of Raleigh and Wake County school children's teeth, Wake health officials are attempting to start a more intensive program of dental health education in the schools. *Raleigh Times*, January 26.

Hertford. An evaluation of a comprehensive Hertford County survey was made here Monday by members of the board of education together with officials from the State Department of Public Instruction. *The Hertford County Herald*, January 29.

Raleigh. The Raleigh Board of Education officially adopted a policy Tuesday giving school principals control over students who participate in "extracurricular" or "school-related" activities. *News and Observer*, February 6.

Mt. Airy. A program designed to determine the technical and vocational needs of this community and their relation to the local school system's vocational curricula was announced this week by Superintendent Bruce H. Tharrington. *Mt. Airy News*, February 1.

Pitt. A recent survey conducted by officials of the Pitt County Industrial Education Center showed that 674 high school juniors and seniors here are interested in programs of the Center. *Greenville Reflector*, February 2.

Vance. Suggestions as to procedure under proposals for merger of city and county schools are to be laid before the Vance Board of County Commissioners at its monthly meeting Monday. *The Daily Dispatch*, February 2.

Charlotte-Mecklenburg. Dropout rates in local schools have decreased markedly in the last two years, but one of every two Negro children and one in four white children still fail to finish high school. *Charlotte Observer*, February 1.

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RALEIGH, NORTH CAROLINA

XVII, NO. 8

Summer Institutes for Teachers of Sciences, Mathematics, Are Announced for Nine Colleges

Summer institutes for teachers of science or mathematics will be offered for terms of six to nine weeks in a number of colleges in North Carolina, sponsored and financed by the National Science Foundation. These are among 422 institutes scheduled for the summer by NSF "to strengthen the subject-matter competence" of secondary school teachers.

A stipend of not more than \$75 per week and allowances for dependents and travel are provided. Information and application blank are available from the director of each institute, but not from the foundation.

The institutes announced for North Carolina by NSF are as follows:

The Agricultural and Technical College of North Carolina, Greensboro, June 10-August 9, separate institutes for teachers of biology, chemistry, or physics.

North Carolina College, Durham, June 10-July 11, separate institutes for teachers of biology, chemistry, or mathematics.

Saint Augustine's College, Raleigh, June 24-August 2, for teachers of mathematics.

Duke University, Durham, June 17-August 21, institutes for teachers of biology, chemistry, mathematics, physics.

North Carolina State College of Agriculture and Engineering, Raleigh, June 10-July 19, for teachers of biology.

University of North Carolina, Chapel Hill, June 10-July 19, institutes for teachers of biology, earth science, general science, physical science, or mathematics.

Detailed announcements from Appalachian State Teachers College, at Boone, East Carolina College, at Greenville, and Wake Forest College, at Winston-Salem, have been received by the supervisors of science instruction, State Department of Public Instruction. These are summarized as follows.

Field Biology—ASTC

Appalachian State Teachers College will accept 50 high school teachers of biology in an eight-week summer institute in field biology, June 25-August 17. Applicants must be active biology teachers, with two or more years of such experience, and in good health for the eight weeks of field work. Successful completion carries graduate credit of twelve quarter hours. This institute is financed by a grant of \$57,900 from the sponsoring National Science Foundation. Information and application blank can be had from the director, Dr. J. Frank Randall, Appalachian State Teachers College, Boone.

Junior High Science—ECC

East Carolina College offers an institute for junior high school teachers of science, July 19-August 30, capacity about 50 teachers. Each person enrolled must take two courses: either biology or physics, and earth sciences. College credit is nine quarter or six semester hours. The institute is financed by a grant of \$42,000 from the sponsoring NSF. The director, Dr. Frank W. Eller professor of science at ECC, will teach physics. Dr. George Martin of the Geography Department will teach earth science, and Dr. Graham Davis of the Science Department will teach biology. Information and application blank may be obtained from Dr. Frank W. Eller, Box 16, East Carolina College, Greenville.

Science, Mathematics—WFC

Wake Forest College offers an institute for 60 active teachers of high school science and-or mathematics. Preference will be given to applicants with at least five years of teaching who have not had related college training in the past five years nor attended a

Six Manpower Act Courses Added, For Ten In State

Six additional courses under the federal Manpower Development and Training Act were approved for North Carolina on January 30, to bring the total number to 10. The announcement was made by representatives of the U. S. Department of Labor, and U. S. Department of Health, Education, and Welfare meeting in Raleigh.

The new courses will be: a general woodworking machine course at Asheville, a machine operator course at Gastonia, sewing machine repair course at Fayetteville, and courses in welding, automobile and truck mechanics, and mechanical drafting at Charlotte. They involve federal grants of more than \$207,000, as part of more than \$1 million already designated for North Carolina's use under the Manpower Development and Training Act.

Funds for the six new courses include approximately \$94,000 to pay weekly benefits to persons enrolled. The remainder will finance training conducted by the State Department of Public Instruction.

Persons admitted to those courses must be unemployed or underemployed who cannot expect to earn a livable income without further training.

The State's first course started at the Asheville-Buncombe Industrial Education Center in January, and others will start as students enroll and instruction is set up.

summer institute. Enrollment may be for graduate or undergraduate credit or non-credit. Graduate students will be assigned extra laboratory and library work. Each teacher must enroll in two of the six courses offered: botany, chemistry, zoology, advanced general physics, basic concepts of algebra, and basic concepts of geometry. Information and application blank may be obtained from the director of the institute, Dr. John W. Nowell, Box 7246, Wake Forest College, Winston-Salem.

Superintendent Carroll Says...

(Excerpts from address made at annual meeting of the North Carolina Education Association, Asheville, March 21, 1963.)

On this the first day of spring, and certainly without any intent of reminding you of some of your household chores back home, I should like to suggest that now that the front yard looks better there is need and opportunity for some "spring cleaning" in education inside. Some vacuum cleaners and brooms, so to speak, properly used in the right places by the right people, could revolutionize education in this State to a marked degree.

To be very specific, let's look at some of the trivia which we have allowed to accumulate in the area of school organization. Isn't it about time we threw away "short day", "rainy day", and "cotton picking" schedules? Isn't it about time we let the vacuum cleaner pick up some of our "study halls" which never afforded much study and which aren't even planned for in so many of our new buildings? Don't we need to apply the duster to that last hour of the day called "the activity period"? Can't we bring up the wheelbarrow and haul off that time-consuming, book-devastating, nerve-distracting thing called "the Halloween Carnival"? Very seriously, I know there are thousands upon thousands of parents in North Carolina tonight who would rise up and call us "blessed" if we would abolish all money-raising projects, if we would cancel out all school-night activities, if we would bar the door on school stores, and, if we would curtail, if not abolish, many of our so-called school fees. . . .

Not only is some "spring cleaning" appropriate in the administrative areas, but also in the instructional areas. In a time when we need to cultivate the art of conversation and logical thinking, when we are talking about personalized, individualized education built around individual differences, isn't it about time we carried workbooks off to the incinerator? In a day when children cannot be deceived, should we not open the sunny window and let some fresh air blow on some of our traditional home-work assignments? . . . With so much to be learned, how much longer can we defend a curriculum time-table which devotes weeks and weeks year after year to special seasons and great people. . . . I share the concern of some students and parents about some of our individualism as teachers. I am genuinely fearful for the quality of education when, in violation of the laws of the State, a teacher adopts and uses textbooks of her own choice in lieu of using the State-adopted basal and supplementary books. I am also concerned when a teacher adopts his own personal standards of student performance rather than yields to school-wide standards of excellence. . . .

Finally, let me return to the front yard. The transformation which has occurred out front may be attributed to desire, determination, and decision. These same qualities may well support us as we examine, evaluate, and eradicate some of the antiquated practices which we are allowing to clutter up our profession. The people in North Carolina, as never before, want their schools to major in teaching—the kind of teaching which arouses the curiosity of the learner and which stimulates him to acquire, to use, and, eventually, to create knowledge.

Now, lest it appear that I have been too critical and too severe in these thoughts let me assure you that I would not suggest that we brush off the dust, unless I was certain that what we had left when the dust was removed was good. Over and over again I have asserted with confidence that we have a good school system—good because we have good administration and good instruction. My suggestion tonight is that we remove some of the dust in order that we might see it more clearly, in order that parents might appreciate it more enthusiastically, and in order that students might use it more effectively. We have a diamond in the rough; let's polish it!

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CHARLES F. CARROLL

State Supt. of Public Instruction
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L. H. JOBE, J. E. MILLER,

V. M. MULHOLLAND, RONALD E. WARE
April, 1963

It is the duty of the State to see that its citizens know how to read; it is certainly no less its duty to see that they are trained to do the right kind of reading; otherwise, the ability to read may be harmful rather than beneficial, both to the individual and to the State.—Sherman Williams.

Elementary education can do nothing better for a child than store his memory with things deserving to be there. He will be grateful for them when he grows up, even if he kicks now. They should be good things: indeed, they should be the best things, and all children should possess them.—Mark Van Doren in *Liberal Education*, p. 94.

Education is both the foundation and the unifying force of our democratic way of life; it is the highest expression of achievement in our society, enabling and enriching human life. In short, it is at the same time the most profitable investment society can make and the richest reward it can confer.—President Kennedy.

The shaggishness of the contemporary American economy may result in part from the fact that educational expenditures—investment in people—have yet to reach their crest. When the full impact of investment in people is felt, the economy may well respond decisively with both an increased growth rate and higher employment.—Valdemar Carlson, Antioch College.

The good teacher is not only master of his subject and classroom procedures; he is, first and foremost, a worth-while person. A teacher's general attitude toward life, his manner of meeting situations, his way of thinking, his pleasures, his joys, his friendships, his prejudices, his fears, his enemies, his very habits of speech and dress are as inevitably a part of his teaching as any subject matter or technical method he employs.—John T. Wahlquist

Vitalizing Social Studies

Pupils in North Carolina and throughout the United States are not well informed in the areas of world geography, civics, economics, and government. Evidence is conclusive that this regrettable situation is widespread. For this reason, responsible individuals throughout the State and the Nation must tackle the problem forthrightly and with vigor.

Too much too early, without adequate re-teaching, may have resulted in some pupils' having inadequate concepts in these vital areas. Too little too late may be another reason for the current situation. Moreover, exigencies of staff utilization in individual schools and the fairly prevalent practice of dispersing teaching assignments in social studies may have placed teachers with too little background and understanding in these courses. Whatever reasons underlie young America's limited knowledge and lack of appreciation in these areas, much is now being done in North Carolina to relieve this situation.

A revamped scope and sequence of the contrast in social studies will emphasize United States history, geography, and government in grades five, eight, and eleven. Modern problems in the twelfth grade will include further emphasis on State, national, and international government. A new course in the ninth grade consisting of one semester of government and one semester of world geography is being contemplated. Hopefully, concepts in geography, civics, economics, and government will be correlated with all social studies courses, projects, and activities.

The curriculum guide in social studies is currently being revised. Among the objectives being sought in the revision are the elimination of undersirable repetition and the strengthening of areas which seem to command greater emphasis. The publication of this revised guide will parallel the changes in scope and sequence and should prove

helpful in generally upgrading the teaching of social studies.

In-service education for teachers has been greatly expanded and is producing beneficial results. Gradually but certainly North Carolina pupils will be led into paths of understanding and appreciation in the areas of geography, civics, economics, and government. As this prospect becomes a reality in more schools, pupils will acquire more of the qualities of perceptive and responsible citizenship.

Small vs. Large Schools

A study of the public high schools of the State reveals that many of the problems relative to broadening the educational opportunities for North Carolina youth are fundamentally associated with the small size of many high schools. More than half of these schools have fewer than twelve teachers.

Small schools are not able to offer many subjects beyond the minimum State requirements—English, 4 years; mathematics, 1 year; social studies, 2 years; science, 2 years; and health and physical education, 1 year; plus electives from the limited number of subjects which the school offers.

Schools having 12 or more teachers, depending upon size, may offer additional courses in the required subjects and courses in other areas, such as art and music, vocational subjects, business education, and foreign languages. Primarily because of size, only 11.0 per cent of the schools offered art in 1961-62; only 14.4 per cent provided opportunities for courses in trades and industries, a Federally sponsored program; only 17.2 per cent offered Latin; and only 37.4 per cent offered music.

386 schools provided industrial arts courses

52 schools provided distributive education

314 schools provided a course in general business

141 schools provided first year Latin

130 schools provided first year Spanish

125 schools provided trades and industries

Not all students should take all the subjects offered; but unless the school is large enough to justify choice, only a limited number of subjects may be offered in a specific school. Therefore, it seems that unless more boys and girls are provided with the opportunity of greater choice, those for whom no interested subjects are offered will be more inclined to drop out before they graduate from high school.

It is significant that the trend in size of North Carolina public high schools is away from small schools to large schools. In 1949-50, the State maintained 822 schools having fewer than 12 teachers and only 136 with 12 or more teachers. These figures had changed to 490 and 380, respectively, in 1961-62.

Maximum Fire Safety

Nationally, an average year's damage of about \$12 million to school buildings by fire is estimated by the Chicago architect Norman J. Schlossman writing in *The Nation's Schools*, issue of February 1963.

North Carolina's best record for fire and other losses covered under the Public School Insurance Fund during the past 10 years was in 1960, totalling \$11,680.96 of insured value. The worst year for the State during the same period was in 1959, with \$565,833.99 insured loss, as shown in official reports.

Schlossman points out the importance of housekeeping. "There is no such thing as a 'fireproof' building," he says of schools. He emphasizes responsibility on the administrator for minimizing risks through inspecting, planning, and emergency training programs that are "realistic and effective."

Old buildings with shortcomings, as measured by modern standards

(Continued on page 12)

Roundup of North Carolina Public School Facts Is in Biennial Report of State Superintendent

North Carolina's public schools had 1,141,574 pupils enrolled in grades 1 through 12 in 1961-62. Average daily attendance was 1,035,933. Public schools of the State numbered 2,847. Appraised value of public school property in the State, was \$829,685,500, an average of \$726.79 per pupil enrolled.

This information is part of 105 pages of data on all aspects of the schools, comprising the "Biennial Report of the Superintendent of Public Instruction of North Carolina for the Scholastic Years 1960-61 and 1961-1962," issued as Publication Number 358 of the State Department of Public Instruction, Raleigh.

Current Expense

The report shows current expense for public schools in the State totalled \$285,300,859 during the 1961-62 school year. Of this, State funds provided \$227,335,129 or 79.68 per cent; local funds provided \$47,493,150 or 16.65 per cent; and Federal funds, mostly for school lunches and vocational training, provided \$10,472,580 or 3.67 per cent.

The current expenditure per pupil in average daily attendance was \$275.12, with State funds amounting \$219.22 per pupil, local funds \$45.80, and Federal funds \$10.10 per pupil in average daily attendance for the 1961-62 school year.

Capital outlay expenditures during the year averaged \$53.09 per pupil, and total current and capital expenditure was estimated at \$328.21 per pupil in average daily attendance during the 1961-62 school year.

School Personnel

The number of teachers in public schools totalled 40,014 during 1961-62. Principals numbered 1,853, and supervisors 321. Personnel in special areas during 1961-62 included 514 counselors, compared with 455 the year before,

and 111 in 1950-51; 963 librarians, compared with 588 in 1960-61 and 234 in 1950-51; teachers in special education for handicapped numbered 372, compared with 207 the year before and 77 in 1950-51; and instructors of talented were 30, the same number as in 1960-61.

An in-service education program for teachers supported through an appropriation of \$150,000 annually for the biennium by the 1961 General Assembly, had 222 classes organized during the 1961-62 school year, of which 99 were for college credit and 123 were non-college credit. Total professional enrollment was 7,033 from 112 administrative units. These classes were taught by 166 college faculty members and 17 other qualified persons. The average class had an enrollment of 32, and the average cost per teacher completing a program was \$15.72. These classes were held entirely outside school hours.

Salaries

Average annual salaries from all funds for teachers, excluding vocational, was estimated at \$4,936 for the nine-month term of 1961-62. Vocational salaries, including travel allowance for supervising at-home and on-the-job projects of students, was estimated to average \$6,770.10, for terms varying from 10 to 12 months per year. Principals and supervisors averaged an estimated \$7,782.92 for a ten-month term.

Superintendents in each of the 173 school administrative units of the State are paid for 12 months each year. Their State salary ranged from \$630 to \$1,285 per month, based on pupil membership of the unit, and the superintendent's experience and certificate. Several administrative units supplement the State salary locally.

About 45 per cent of the total instructional personnel are paid higher salaries than the State schedule, and 2,179 instructional personnel were paid entirely from local funds in 1961-62.

Size of Units

North Carolina's 100 county and 73 city school administrative units ranged in size from 540 to 59,225 pupils in average daily attendance. The seventeen smallest units had average daily attendance below 1,500 pupils. Thirty-four units had 1,500 to 3,000; 51 had 3,000 to 5,000; 46 had 5,000 to 10,000; 14 had 10,000 to 15,000 7 had 15,000 to 20,000; and 4 had more than 20,000.

Number of Schools

Schools are becoming fewer and larger. The 2,847 public schools operated during 1961-62 compare with 4,458 in 1944-45, and 6,340 in 1929-30. The number of one-teacher elementary schools, in 1961-62 was 14, compared with 16 a year earlier, 363 in 1949-50, and 2,131 in 1929-30. The number of public elementary schools with 15 or more teachers was 858 for the State in 1961-62, compared with 827 a year earlier, and 402 in 1949-50.

During 1961-62 there were 1,977 elementary schools in the State, compared with 3,480 in 1944-45 and 5,474 in 1929-30.

Public high schools in the State numbered 870 in 1961-62, with an all-time high average daily attendance of 256,135, compared with 978 public high schools in 1944-45 and average daily attendance of 114,007 pupils.

Property Value Compared

The 1961-62 appraised value of property in North Carolina, \$829,685,500, an average of \$726.79 per pupil enrolled, compares with the 1949-50 appraised value of \$231,008,069, for an average of \$258.47 per pupil enrolled that year; and with \$24,047,838 in 1919-20 for average value of \$34.80 per pupil then enrolled.

Enrollments

Public elementary school enrollment for 1961-62 totalled 588,588 white pupils and 267,112 Negro pupils, compared with 1949-50 elementary enrollment of 487,666

Tar Heel of the Week in News and Observer Story Features Harry G. Beard

The "Tar Heel of the Week" feature in the Raleigh "News and Observer," Sunday newspaper edition of January 20, presented nearly half a page of discussion of the prospects for farm related occupations and agricultural education. The subject was the viewpoint of the Administrator for Agricultural Education, Harry G. Beard of the Division of Vocational Education, State Department of Public Instruction.

"Farm production, counting supply, is one-billion-dollar annual business in this State," Beard was quoted. "And there is another two and one-half billion dollars a year in processing and marketing," he added.

"Too many of the schools now assign all freshman boys to vo-ag, whether the boys want to become

farmers or doctors. This isn't realistic," Beard was quoted.

"Most high school training should point to post-high school training." However, he said terminal courses leading to gainful employment could each year prevent waste and frustration of hundreds of high school dropouts who decide there is little in the high school curriculum that relates usefully to their rural background or their inclinations.

Beard commended the recent development of agricultural technology classes in seven of the industrial education centers in the State. These programs are designed to produce technicians, managers, office workers, and salesmen for agriculture-related work in production, processing, and marketing. He also believes that agri-

culture is such an important element in the State and nation that more emphasis should be placed on promoting understanding and appreciation of it in high school and adult education generally.

The News and Observer's "Tar Heel of the Week" article gave a brief biography of the agricultural educator, from his life as a young farmer in Cumberland County to Army Air Corps service in World War II, graduation with bachelor's and master's degrees from North Carolina State College, teaching in Cumberland and Wayne Counties, serving as principal of Nahunta School and superintendent of Fremont Schools, both in Wayne County. He joined the faculty of N. C. State College in 1958, and moved to his present situation in July 1961. He expects to receive a doctor's degree from Cornell University this summer. He resides with his wife and two children in Cary.

white and 224,138 Negro pupils. High school enrollment in 1961-62 totalled 211,693 white pupils and 74,181 Negro pupils, compared with 1949-50 high school enrollment of 137,501 white pupils and 44,440 Negro pupils.

Dropouts

School dropouts numbered 32,690 white pupils or 4.1 per cent of enrollment in 1961-62, and 13,216 Negro pupils or 3.9 per cent of enrollment. Average daily absences numbered 42,069 white pupils for 5.4 per cent, and 28,256 Negro pupils for 8.5 per cent. Promotions to the next higher grade at the end of 1961-62 were made for 733,911 white pupils for 95.6 per cent, and for 293,520 Negro pupils for 89.5 per cent.

During 1961-62, attendance workers were employed by 42 county and 36 city school administrative units, to improve attendance and stay-in-school records in those units. These attendance workers were paid from other than State funds.

Bus Transportation

School bus transportation was furnished to an estimated 563,484 pupils, approximately 49.4 per cent of the public school enrollment in grades 1-12 during 1961-62.

State funds for school bus transportation during the year, including replacement of buses, totalled \$9,755,323.02, for an estimated average cost of \$17.31 for the year per pupil transported, from State funds.

Estimated local funds as reported by superintendents totalled \$682,066.37, in addition to the State funds for pupil transportation.

No tax funds are used by schools for activity buses or their operation. Support of activity buses may include fees charged to users, gifts, and income from other than local and State tax sources.

School Lunchrooms

School lunchrooms were operated by 1,817 schools on the Federal reimbursement program, and about 115 other schools operated lunchrooms without Federal reimbursements during the 1961-62 school year. The number of lunches served was 105,984,359, including 6,143,892 free lunches to pupils with verified inability to pay. Sale of lunches realized \$26,353,527.91, and Federal reimbursement through the U. S. Department of Agriculture amounted

to \$3,613,913.37. Gifts and other income raised the total to \$31,518,998.21 for the lunchrooms, operated as a nonprofit service. Lunchrooms serve a dual purpose in nutritious feeding of children, staff members who eat there and supervise children, and as instructional experience where children may learn good food habits.

Other Programs Reported

The Biennial Report also gives data on the following programs at public elementary or high schools: school health, physical, education, music education, industrial arts, safety and driver education, vocational education in agriculture, home economics, guidance services, testing, textbooks, audio-visual education, education by television, and school insurance.

In adult education programs of the public school system, the Biennial Report describes agricultural education, trade and industrial education, the Industrial Education Centers, distributive education, veterans education, the high school equivalency program, and vocational rehabilitation.

It also gives data on non-public schools and public and nonpublic colleges in the State.

Governor Spotlights Challenge for Education In 'State of the State' Comments for Magazine

Education is a dominant theme of comments by Governor Terry Sanford in this year's "State of the State of North Carolina" feature article in "Tarheel Wheels" magazine issued monthly by the North Carolina Motor Carriers Association, with offices in Raleigh.

Governor Sanford and 24 heads of administrative agencies of the State give statements in the February issue, on various aspects of life in North Carolina.

The Governor writes: "... There are things to be done. We have invested much in education. We are receiving rich dividends. But we haven't done it all. As long as there is an inferior school, we haven't completed our responsibility. As long as a single child is denied an education beyond the high school for reasons of lack of funds or lack of classroom space, then we are failing the challenge."

"There are many ways we need to invest and to grow," Governor Sanford continues. "We need: community colleges; industrial-technical training; adult education; one united University of international stature; educational TV; safer highways; and to blacktop more farm-to-market and school bus routes. And further, we need; more investment capital; better ports; student loans; to pay more attention to music and the arts; community and area planning; more recreational and tourist facilities; more first-rate teachers and smaller classes; more farm and food processing research . . . and we need to turn our full concern for rehabilitation to our needy, to those in prison, to those disabled, to those mentally ill, to those retarded."

Superintendent's View

The magazine quotes State Superintendent of Public Instruction Charles F. Carroll: "Under the impetus of State-wide interest and action, education at all levels continues to move forward on all fronts in 1963." He sees the current year as "a continuing challenge to school administrators and the supporting public as they plan

curriculum offerings which are more diversified and intensified, as they construct school facilities which are more adequate and conducive to learning, as they recruit teachers who are better educated and qualified, as they devise methods for improving school attendance and reducing dropouts, and finally, as they motivate students to pursue their opportunities with enthusiasm and diligence."

Controller's Comment

Controller A. C. Davis, Board of Education, is quoted; "The State Board of Education has proposed a realistic budget for the support and continued improvement of the public schools during the next biennium. The budget proposal places major emphasis on additional instructional personnel and includes funds to provide for improvement in attendance of pupils, high school textbooks, salary levels and sick leave provisions for teachers, and other needed services."

Other Statements

Among the statements by 24 officials of the State administration, several bear on education at some level.

William C. Archie, Director of the State Board of Higher Education is quoted, in part, "By 1969-70, there are likely to be from 31,000 to 35,000 additional high school graduates on the scene clamoring for admission to college . . . It will take the combined efforts of all public and private institutions of North Carolina to meet this need."

Commissioner of Agriculture L. Y. Ballentine says, "The State's gross cash farm receipts probably topped the record high of \$1,155,000,000 in 1961 by some \$10 to \$15 million . . . Livestock sales probably brought \$5 to \$6 million more than last year. Increased production of meat and food crops offers the greatest potential for expanding North Carolina's agricultural and over-all economy. . . There is no reason why 1963 should not show drastic increases in acreage, yield, and value of production for these crops."

Schools in Surry County Pay For Construction as They Go

The Surry County school administrative unit and the two city school units in the county, Mount Airy and Elkin, are cooperatively sharing in a \$400,000-per-year-pay-as-you-go plan for school construction in the county.

Mount Airy is using \$112,000 for 1962 in constructing and addition to Mount Airy Junior High School.

The county unit during 1963 will add an agriculture shop, industrial arts shop, and three classrooms to North Surry High School, costing about \$125,000.

The Elkin school unit plans to replace a wooden gymnasium that was built with Works Progress Administration funds in the 1930's. Elkin will get part of Mount Airy and Surry County shares next year, for this project, the Surry County superintendent, J. Sam Gentry, explained, "to take care of normal growth without borrowing funds and paying the heavy interest charges."

Surry County has completed its consolidation of high schools. "We are not planning to go into the junior high school system now," Superintendent Gentry said. "It's in the future." Three high schools, Dobson, North Surry, and East Surry, serve the rural residents of the county. Gentry said the recent consolidation of Surry county high schools was studied by delegates from two counties late in the fall: Alleghany County and Yadkin County.

Hugh Cannon, Director of Administration, says: "The services given our citizens remain at a very high level, while North Carolina ranks near the bottom in per capita expenditures and per capita debt. This responsible stewardship of the taxpayer dollar will continue to be the aim of this Administration."

Secretary of State Thad Eure concludes with a challenge that "every citizen should realize that the best way to do violence to our laurels is to lean on them."

Bessemer Joins Greensboro

Residents of Bessemer in Guilford County voted to join the Greensboro city school administrative. A total of 745 persons of 1,057 registered voters, cast their ballots on February 26.

Schools that will transfer from the Guilford County school administrative unit to the city unit are Bessemer School with grades 5-12, Bessemer Primary School with grades 1-4, and Mount Zion School with grades 1-9. The area which these schools serve is within the city limits of Greensboro. In two previous elections, the residents chose to remain in the county school unit. Backers of the move attributed this year's vote to an information campaign before the election.

Business and Trade Schools With State License Listed

A list of business and trade schools licensed by the North Carolina State Board of Education as required under Article 31, Chapter 115, General Statutes, as rewritten by Chapter 1175, Session Laws of 1961, is available from the Supervisor of Veterans Education and Business and Trade Schools, State Department of Public Instruction, Raleigh.

Many of the licensed institutions submitted descriptions of their programs for inclusion in Publication No. 344, "Opportunities in North Carolina Business Colleges," issued by the State Department of Public Instruction.

In a letter attached to the list of licensed institutions forwarded to high school principals and guidance counselors last October, the supervisor pointed out the policy for solicitation at schools: "Under no circumstances should a representative of an unlicensed school be permitted to interview students or participate in any program, such as College Day, . . . or if an out-of-State school, thoroughly investigated and found satisfactory."

Information on several hundred out-of-State trade and correspondence schools on file at the supervisor's office is available to public school officials.

N. C. Stay-In-School Committee Gets Attention In U. S. Department of Labor Publication

North Carolina's Stay-In-School Committee is commended in the January public information report of The President's Committee on Youth Employment, a four-page newsletter issued by the U. S. Department of Labor. The same issue summarizes the need for high school graduation in the labor market, and contains the text of President Kennedy's stay-in-school message to the youth of the Nation.

In a leading article on youth opportunity in the nation, the report says: "An intensive publicity campaign on the dropout problem by the Charlotte News resulted in the appointment, by Governor Terry Sanford, of a North Carolina Stay-In-School Committee. This Governor's Committee has been commended for its 'fine job' and 'marvelous enthusiasm' by Assistant Secretary of Labor Ester Petersen."

Need for Graduation

The January report correlates education with employment opportunities of persons 25 years and under, giving the following prospects: "Although persons under 25 constitute only 11 per cent of the U. S. labor force, they number about 21 per cent of the unemployed. Of the 26 million youths who are expected to enter the labor force during the 1960's, 7½ million will not finish high school. Worse, 2½ million of the dropouts will not even have gone past the eighth grade. In view of the decreasing job openings for unskilled workers, due to technological advances in the economy, the employment future of these young people appears bleak."

For youth who are prepared by education and training, the report predicts; "In the 1960's employers will have to look to younger workers as a principal source of labor supply, . . . owing to the low birth-rates of the 1930's. Young people under 25 will supply almost one-half the net increase in the entire labor force in this decade."

President's Message

President Kennedy's message to the youth of the nation, printed on the back page, was originally delivered on Labor Day, 1962. The President is quoted: ". . . We know that 5 million jobs will open in this decade for skilled workers, and yet, at the present time, the number of youth being trained for these jobs is totally inadequate.

"It is tragic indeed to be reminded of the estimate that 7½ million boys and girls will fail to complete high school during the decade of the 1960's unless we, as a Nation, take positive steps to prevent it." The President's message continues, "There is no doubt that anyone without a high school diploma has a hard time finding a job today, and will have an even harder time in the years ahead, as jobs require an even higher degree of skill and training to perform. . . . To you, the young people who have not completed your education—who may have dropped out of school—and to those who are considering doing so—go back to your school desks. . . Go back and become prepared, so when your time comes to enter the labor force, you will be a more valuable asset to our Nation."

Careless Reckoning

"I'm not much of a MATHEMATICIAN," said CARELESSNESS, "but I can ADD to your trouble, SUBTRACT from your earnings, MULTIPLY your aches and pains, take INTEREST from your work, and DISCOUNT your chances for safety. Besides this, I can DIVIDE your thought between business and pleasure and be a potent FACTOR in your failures. Even if I am with you only a small FRACTION of your time, I can lessen your chances for success. I am a FIGURE to reckon with; CANCEL me from your habits and . . . ADD to your TOTAL HAPPINESS." (From the *Spokesman*, Rotary Club, High Point, N. C., January 24, 1963)

State School Facts

April, 1963

Fewer Schools, More Students and More Graduates Characterize Public High Schools for 1961-62

Fewer schools, more students and more graduates—these are facts that characterize the public high schools of the State as of the year 1961-62 as compared with preceding years.

1. Number of schools

In 1961-62 there were 870 public schools operating in North Carolina. This was 30 fewer than in 1959-60.

From section 1 of the table, it will be noted that during the ten-year period from 1951-52 to 1961-62 the number of public high schools decreased by 79. It will be observed further that there were nearly 300 (298) schools having from 1 to 5 teachers, whereas in 1961-62 there were approximately 100 in this category. And of this latter number 28 provided for ninth grade students only.

Ten years ago, 1951-52, 473 of the 949 public high schools in existence had from 6 to 11 teachers. Only 178 of the total had 12 teachers or more.

In 1961-62, 387 of the total 870 schools had 6 to 11 teachers and 380 had 12 or more teachers. In other words, more than 88 per cent of all high schools had 6 or more teachers. Within the past ten years the number of schools having 12 or more teachers increased by more than 200.

4. Subjects Studied

English, mathematics, social studies, science and health and physical education are required subjects for all high school students. Requirements include four years of English, one year of mathematics, two years of social studies, two years of science, and one year of health and physical education. Other units, not less than six, may be selected from the remaining courses offered by the school.

Section 4 of the table shows for 1961-62 the number of schools and the number of students taking the various subjects, white, Negro and total.

In addition to the required English, it will be observed that dramatics was provided in 77 schools for 2,541 students; speech, in 81 schools for 2,304 students; journalism, in 66 schools for 2,703 students; spelling (as a subject), in 48 schools for 3,204 students; and a miscellaneous number of English courses, in 65 schools for 2,801 students.

It appears that in a good number of schools two or three years of mathematics were taken by a large number of boys and girls. This was also true in the case of the social studies, where only two

course. General business, shorthand, business arithmetic and bookkeeping were provided for between ten and 16 thousand students in each subject. Smaller numbers took a second year of typing, shorthand, or bookkeeping, and a still smaller number took salesmanship, business law and other business education subjects. French was the most popular foreign language, having been taken by 24,357 students for one year and 14,742 for a second year. First year Latin was taken by 7,691 students and by 6,587 second year students. Spanish I was taken

by 7,985 students and Spanish II, by 4,514. German was offered in four schools to 310 students as a first year course and to 260 students for a second year. A small number of students took these languages for a third or fourth year. Russian Conversation was provided to 82 students by two schools.

Nearly 3,000 students from 60 schools took a course in Bible. Psychology was offered in 27 schools to 1,646 students. And 52 schools provided a course in library science to 1,179 students.

4. Number High School Students Taking Various Subjects, 1961-62

Subjects (Grades 9-12)	WHITE		NEGRO		TOTAL	
	Number Schools	Number Students	Number Schools	Number Students	Number Schools	Number Students
English:						
English I	582	75,168	246	26,548	828	101,716
English II	542	54,631	236	19,798	778	74,429
English III	542	43,899	235	15,504	777	59,403
English IV	542	38,678	235	12,619	777	51,297
Dramatics	47	1,577	30	964	77	2,541
Speech	65	1,820	17	484	81	2,304
Journalism	52	2,411	14	292	66	2,703
Spelling	23	2,147	25	1,057	48	3,204
Miscellaneous English	49	2,315	16	486	65	2,801
Mathematics:						
General Math	320	38,705	202	21,866	522	60,571
Algebra I	511	44,381	215	14,793	726	59,174
Advanced Algebra	492	25,889	132	5,302	624	31,191
Plane Geometry	95	3,323	9	117	104	3,440
Solid Geometry	477	21,525	182	6,649	659	28,174
Trigonometry	259	5,033	26	350	285	5,383
College Math	235	5,061	28	358	263	5,419
Miscellaneous Math	13	367	—	—	13	367
	42	2,354	15	825	57	3,179
Social Studies:						
Citizenship	380	32,231	180	12,911	560	45,142

appears to have been taken by all ninth grade students as required. And driver education was taken by 35,708.

Art and music were taken by a limited number of students, more taking courses in the latter area.

In the vocational area, more students (33,561 Home Ec I) took home economics, followed by 17,220 who took agriculture I. Only 125 schools offered courses in trades and industries, taken by 4,221 students, whereas industrial arts was provided in 386 schools to 18,898 students. Distributive education was provided by 52 schools to 2,092 students, and guidance to 1,166 students.

Typewriting was the most popular subject in the business education area. Nearly 52,000 boys and girls took the first year

were 193,878 mgn school students. In 1961-62 the number was 285,874, or 91.996 (47.5%) more than in 1951-52. There were 24,796 more high school students in 1961-62 than in 1959-60, or 9.5 per cent.

A comparison of the ten-year increase in number of students in the four high school grades shows the following:

Ninth grade, 37,705, 58.7%
Tenth grade, 21,402, 40.6%
Eleventh grade, 16,053, 37.8%
Twelfth grade, 16,869, 49.0%

3. Graduates

The number of graduates from the State's public high schools in 1961-62 was 48,068. This was 50 per cent greater than the 32,040, who graduated in 1951-52.

Of the number graduating in 1961-62, 36,753 or 76.5 per cent were white, whereas 11,315 or 23.5 per cent were Negro.

FACTS CONCERNING PUBLIC HIGH SCHOOLS

1. Number Public High Schools

YEAR	1951-52	1953-54	1955-56	1957-58	1959-60	1961-62
Total Number	949	937	920	910	900	*870
1 — 2 teachers	32	31	24	22	16	16
3 — 5 teachers	266	210	171	140	112	87
6 — 11 teachers	473	490	474	454	424	357
12 + teachers	178	206	251	294	348	330

* 28 of the number have ninth grade only.

2. Enrollment in Public High Schools

YEAR	1951-52	1953-54	1955-56	1957-58	1959-60	1961-62
Total	193,878	206,467	222,873	245,010	261,078	285,874
Ninth grade	64,192	67,256	73,533	83,369	80,811	101,897
Tenth grade	52,686	55,964	59,925	66,080	69,909	74,088
Eleventh grade	42,492	45,170	48,452	52,607	61,563	58,545
Twelfth grade	34,449	37,991	40,876	42,850	48,742	51,318
Special	59	86	87	104	53	26

3. Graduates from Public High Schools

YEAR	1951-52	1953-54	1955-56	1957-58	1959-60	1961-62
Total Number	32,040	35,436	38,161	39,988	45,271	48,068
White	24,930	27,133	29,325	30,140	34,385	36,753
Negro	7,110	8,303	8,836	9,848	10,886	11,315

Biology	55,391	542	235	19,565	777	74,956
Chemistry	18,292	424	190	7,839	614	26,131
Physics	18,292	424	190	7,839	614	26,131
Adv. Gen. Science	3,214	365	149	3,334	514	11,113
Adv. Biology	3,214	365	149	3,334	514	11,113
Adv. Chemistry	753	23	10	1,070	87	4,284
Health	138	1	1	323	33	1,076
Physical Education:	75,250	582	246	25,969	828	101,219
Driver Education:	80,025	598	249	27,407	847	107,432
Art:	27,419	344	172	8,289	516	35,708
Advanced Arts and Crafts	—	72	4	423	4	423
Music:	2,550	—	24	1,731	96	4,261
General Music	2,673	57	40	1,352	97	4,075
Chorus Choir Glee Club	13,118	221	104	7,642	325	21,760
Band	8,350	153	99	4,683	282	13,043
Instrumental and Orch.	650	20	10	221	30	911
Agriculture:	12,301	402	140	4,919	542	17,220
AG I	389	339	140	4,210	539	11,139
AG II	8,354	398	132	3,967	530	12,321
AG III and IV	—	—	—	—	—	—
Home Economics:	24,085	386	132	9,476	528	33,561
Home EC I	15,831	336	130	6,650	526	22,481
Home EC II	8,124	394	128	4,307	522	12,431
Home EC III and IV	—	—	—	—	—	—
Trades and Industries:	2,180	71	54	2,041	125	4,221
Industrial Arts:	13,721	280	106	5,177	386	18,898
Distributive Education:	1,985	48	4	107	52	2,092
Guidance:	650	11	9	516	20	1,166
Business Education:	10,946	224	94	3,706	314	14,652
General Business	41,683	511	209	10,261	720	51,944
Typewriting I	5,586	200	40	2,116	240	6,696
Typewriting II	10,039	380	95	2,116	475	12,155
Shorthand I	2,633	199	11	177	210	2,810
Shorthand II	2,633	199	11	177	210	2,810
Business Arithmetic	156	156	38	1,607	194	10,079
Business Algebra	14,501	415	53	1,556	468	16,057
Bookkeeping I	571	30	3	67	33	638
Bookkeeping II	1,606	40	4	116	44	1,722
Business English	159	3	1	26	4	195
Salesmanship	3,010	89	11	257	100	3,267
Office Practice and Management	900	21	7	225	28	1,125
Business Law	560	15	2	62	17	622
Miscellaneous Business	—	—	—	—	—	—
Foreign Languages:	15,147	424	208	9,210	632	24,357
French I	9,960	390	196	4,782	586	14,742
French II	1,103	39	2	33	41	1,146
French III and IV	1,103	39	2	33	41	1,146
French Conversation	1,103	39	2	33	41	1,146
Latin I	7,349	134	7	342	141	7,691
Latin II	6,297	141	9	290	150	6,587
Latin III and IV	1,103	39	2	33	41	1,146
Spanish I	6,888	110	20	1,097	130	7,985
Spanish II	4,008	102	16	511	118	4,514
Spanish III and IV	189	11	2	67	11	189
Spanish Conversation	—	—	—	—	—	—
German I	310	4	—	—	4	310
German II	260	4	—	—	4	260
German III and IV	24	1	—	—	1	24
Russian	82	2	—	—	2	82
Russian Conversation	—	—	—	—	—	—
Bible:	2,907	57	3	82	60	2,989
Other Courses:	1,526	24	3	120	27	1,646
Psychology	999	46	6	180	52	1,179
Library Science	—	—	—	—	—	—

More Attention to Mentally Retarded is Urged, Public Understanding Found 'Woefully Lacking'

The Report of the Governor's Commission for the Mentally Retarded, being considered by the 1963 State legislature, says "An estimated 140,000 persons in North Carolina are in the classification known as the mentally retarded. Some need complete care, some need special educational provisions, others need vocational rehabilitation, and others need opportunities for jobs. Few people realize the magnitude of their problems. Community understanding and general knowledge concerning these people and their needs is woefully lacking."

"Including parents, brothers, and sisters, about half a million people in North Carolina will be affected directly by this problem," the Report continues. The number of educable mentally retarded in the State, the Report says, "based on the 1960 census," was 115,557 of whom 28,996 were of school age, 6-17 years. Those identified as trainable mentally retarded numbered 18,648, of whom 4,800 were estimated to be of school age. Custodial mentally retarded, who require permanent care, numbered 4,661 in the State of whom 1,190 were estimated to be of school age. "Only a portion of the trainable and none of the custodial children are in public school classes," the Report says.

Personal Potential

"The educable retarded, with intelligence quotients of 50 to 70 or 75, have the potential to acquire skills in the basic school subjects—reading, writing, and arithmetic. Mental development probably will be one-half to three-fourths that of the average child. With help, most of this group can become self-supporting," the Report explains.

"The trainable retarded, with intelligence quotients of 30 to 50, have some capacity to communicate, to care for themselves, and possibly to become productive in sheltered environments. Intellec-

tual development is approximately one-third to one-half that of the average child.

"The custodial retarded, with intelligence quotients below 30, require complete and permanent care."

Public School Attendance

"During the 1961-62 school year, in North Carolina city and county public schools, there were 79 classes for the trainable, with a total enrollment of 999 children. The average daily attendance in these classes was 896. There were 237 classes for the educable supported from State funds and 72 supported from local funds, having a total enrollment of approximately 5,562, the Report says. "North Carolina is committed to the principle of education for all children, regardless of ability."

"A great increase in the rate of identification of retarded infants and children is essential if North Carolina is to benefit from an increase in the services and facilities available to the retarded."

"There are no textbooks or teaching materials on the State-adopted textbook list suitable for mentally retarded children, and State funds are available to local school administrative units for the purchase of such books and materials," the Report says. "While the educable may ride in the regular school bus, the trainable are not eligible for this mode of transportation."

"Lack of trained teachers and other personnel to work with the retarded is a critical problem in the residential institutions."

Residential Institutions

"At present there are three State residential institutions for the retarded in North Carolina. A fourth, now under construction, is planned for occupancy in 1964 or 1965." These are Murdoch School, Butner, capacity 1,600, housing 1,455; Caswell School, Kinston, capacity 2,000, housing 2,000;

Definition of Functions

A nationwide survey by the U. S. Office of Education revealed that 21 per cent of school board members had problems with administrators. These problems revolved mainly around lack of clear definition of board functions and administrative responsibilities.

O'Berry School, Goldsboro, capacity 1,200, housing 760, and now filling recently completed addition; Morganton School, Morganton, capacity 600, under construction.

Persons eligible for the State institutions are those requiring special attention not available in their homes and communities, who are referred and approved by local and State authorities.

"Day-care centers, boarding homes, and foster homes are quite scarce in North Carolina," the Report says. A 1960 survey found only three day-care centers, with a total capacity of 105 children, and only 10 private boarding homes, with a combined capacity of 122 children.

Rehabilitated

"One of the most promising areas," according to the Report, "is the possibility of vocational rehabilitation. The surface barely has been scratched in this area." Among mentally retarded persons beyond the compulsory school age of 16 years, the Report says, "Fifteen states had fewer rehabilitated than North Carolina in 1959, and all are less populous states. One state, Pennsylvania, reported 247 rehabilitated in 1959." The national totals of rehabilitation of mentally retarded grew from 531 persons in 1955, to 756 the next year, 1,094 in 1957, 1,578 in 1958, and 2,016 in 1959. The annual earnings of the 1,578 rehabilitated in 1958 were \$70,000 before rehabilitation as compared with \$2,455,000 during the following year, the Report said. North Carolina reported seven rehabilitated in 1959, and 21 mentally retarded persons rehabilitated in the five-year period of 1955-59.

Business Official Directory

A directory of 105 pages listing members of the Association of School Business Officials of the United States and Canada has been released for the calendar year 1963. Price is \$8.00 per copy for nonmembers, from the Association, 1010 Church Street, Evanston, Illinois. Membership fee of \$8.00 for business officials, administrators, and school board members covers all publications, as does the \$5.00 fee for school library membership.

Iredell Bans Trips on Days Of School, and Overnight

The Iredell County Board of Education voted unanimously on February 22 to eliminate field trips which take student groups out of the classroom on regular school days after this school year (1962-63), and to eliminate all overnight school-sponsored trips for students with the start of the 1966-67 school year.

The reason for delaying the ban on overnight school-sponsored trips was that students in the ninth grade begin raising funds for a trip to Washington, D. C., to be made in their senior year.

The board has doubted for several years that these trips contributed to the education of the students. Each time the matter came up for discussion, some classes had already raised funds and made plans. The board instructed county Superintendent Frank L. Austin to inform school principals that the 1966 graduating class will be the last to be allowed to take the traditional senior trip to the nation's capital.

The Iredell Board of Education issued a policy statement that any overnight trips can be made only if the students have parental permission and only if parents take full responsibility and furnish transportation, after the 1965-66 school year. The policy statement also eliminated local field trips that take students away from school during regular school days, after the current year.

Preparation In Public High Schools Varies Widely Throughout State

"The admissions tests given members of the 1961-62 Freshman classes of our public institutions show striking—even appalling—differences between the average scores of the classes in the various institutions," the Report of the Governor's Commission on Education Beyond the High School says.

On the Scholastic Aptitude Test of the College Entrance Examination Board, the report says, "the possible range in scores is from 400 to 1,600; the national average is about 1,000. The actual range in 1961 was from an average of 539 in one North Carolina public institution to an average of 1,023 in another. The comparable averages for three of our leading private institutions were 1,034, 1,179, and 1,197." The report adds, "It appear probable that a class which averages in the 500's or 600's includes many people who are not ready for college work."

"We recommend that the public institutions raise their admission requirements gradually to the point that admission will offer the student and the institution reasonable assurance of the student's ability to pursue college work satisfactorily."

High School Testing

"We recommend that the State Department of Public Instruction continue to promote testing programs designed to identify students capable of benefiting from education beyond the high school, and that the tests used possess sufficient uniformity to permit ready analysis and comparison of results."

Remedial Programs

"Consideration should be given to establishing remedial programs at some of our institutions to enable inadequately prepared high school graduates to make up their deficiencies in order to qualify for college admission. . . It should be made clear, however, that such remedial studies are not of college

grade, are not in lieu of college work, and are offered only as temporary expedients to fill an existing need which cannot be filled in any other way.

"We recommend that the public institutions consider offering remedial, non-credit programs of study to enable poorly prepared high school graduates to become ready for college admission," the Report of the Governor's Commission says.

College Dropouts

"For the 12 public senior colleges, there were 6,800 undergraduate withdrawals during the school year 1960-61," the report says. "For 39.0 per cent of those withdrawing, the institutions could assign no reason. Another 39.0 per cent withdrew for admittedly academic reasons—failure, low grades, difficulty of college work, lack of interest. . . As for the other assigned reasons, such as financial troubles, marriage, and transfer to another school, it is doubtful that there is much that the institutions could do to prevent withdrawals for such reasons, save in the case of those due to financial difficulties of the student.

"Two-fifths of the 6,800 withdrawing in 1960-61 were Freshmen. Twenty-eight per cent of the Freshman class of that year withdrew during the school year. . .

"We recommend that the Board of Higher Education and the public institutions of higher education study the subject of student withdrawals and endeavor to devise measures for the reduction of the rate of withdrawals," the report says.

Visiting by Television

Classrooms in action will be put on videotape for television showing in 27 school districts in Ohio during the spring. Parents will be advised of the time of the telecasts, so they may watch on their home receivers, for a view of their own schools.

Five Changes in Athletic Regulations Are Made By Board of Education, Effective July 1, 1963

Four new rules on school athletics, and one rule amendment, were adopted by the State Board of Education at its meeting March 7. These actions become effective July 1, 1963, as a part of the official "Regulations Governing Athletics in the Public Schools of North Carolina."

Physical Examination Rule

The Board of Education amended Rule 21 in the official Regulations to read: "Each player must receive a medical examination by a physician each school year prior to the beginning of practice for participation in an interscholastic athletic contest." Rule 21 formerly read, "Each player must receive a medical examination by a physician within the fifteen-day period prior to the beginning of practice in any sport."

New Rules for Football

Two of the new rules apply to football, and the other new rules and the change apply to all athletic activities.

The new football rules are:

"Football practice for a seventh and eighth grade team in an elementary school and for a junior high school team shall not begin until the regular term opening of that school."

And:

"A player shall have participated in at least nine separate days of team practice before participating in a football contest."

Practice Hours

One of the new rules says practice for athletic events between schools must be outside school hours in all sports. This rule reads: "There shall be no interscholastic athletic practice during the regular school day. This means team practice may not begin until after the last regularly scheduled instructional period."

Principals Cannot Coach

The other rule change adopted by the State Board of Education

to become a part of athletic regulations July 1 reads simply: "Any person paid or employed as a principal shall not coach interscholastic athletic teams." This excludes use of school principals for coaching of participants for athletic events between schools.

John H. Cowles Dies at 84, Was Former Lexington Supt.

John H. Cowles, former superintendent of schools in Lexington, North Carolina, and Springfield, Tennessee, died at the age of 84 in Greensboro on February 22, about 12 hours after admission to a hospital.

He was a native of Franklin, Tennessee. His public school experience began as a teacher of grades 1 through 7 in Maury County, Tennessee, from September 1898 to May 1900, and in Williamson County, Tennessee, from 1900 to 1902. He started teaching with a high school diploma from Battle Ground Academy in Tennessee. From 1902 to 1906 he attended George Peabody College for Teachers, and earned a bachelor of arts degree.

Cowles continued teaching in Tennessee, and became principal of Springfield, Tennessee, High School in 1915, and superintendent of Springfield schools in 1917. He moved from this position to serve as superintendent of schools at Lexington, N. C., July 1918 to June 1932. During the summers he continued his education at Teachers College of Columbia University, and at the University of North Carolina where he earned a master of arts degree in 1933. From the fall of 1933 until his retirement in 1943, he was principal of Norlina School in Warren County.

After retirement from school work, he was employed by the Internal Revenue Service of the U. S. Treasury Department, from 1943

until retirement from that position in 1947. His home had been at Greensboro since 1943. Cowles was an active layman in the Episcopal church. Survivors include three married daughters, all living in North Carolina, two grandchildren, and a brother, S. M. Cowles of Yucaipa, California.

Fire Safety

(Continued from page 3)

of design, offer a special challenge: Do all exits move in the direction of emergency travel (how soon can the hinges be moved?) Do exits have 'crash' handles (how soon can they be installed?) Are classes for elementary children on the ground floor of multistory buildings with direct routes to exits (can direct-outside doors be provided in each classroom)? Are storage space located as far as possible from exit routes (or can they be moved)? Can false ceilings and walls with hidden spaces be eliminated (if not, can their electrical conduits be made more fire-resistant, and inspected by experts)? Are cleaning and maintenance materials suitable safetywise (and correctly used and stored)? Are corridors or assembly areas used as plenums for drawing air to or from rooms (if so, can fans be stopped in emergency to prevent spread of noxious gases)?

Personnel safety in case of fire is in part a contest between delaying the spread of deadly smoke and gases and speeding the orderly exit of building occupants. In the complex field of fire safety and building evacuation, planning and practice are prerequisites. Recognition of hazards is a start of plannings, as architect Schlossman indicates. The objective administrator recognizes the common fault of accepting familiar hazards; and he welcomes expert inspection and advice as bases of action and as selling points for community support in school building safety improvements.

Cheap Schools Cost More

From 3 to 5 per cent saving in school building cost by short-sighted economy measures is offset by increased maintenance cost, a consultant told a School Management Institute seminary at Columbus, Ohio, January 28-30. "Financially poor districts can least afford the upkeep that results from inadequate construction," said Mason Bagwell, assistant superintendent in charge of business for Dayton, Ohio, public schools. He emphasized choice of materials that will result in eventual savings in heating, lighting, cleaning, painting, and replacement costs.

Teachers College Announces Program for African Service

Teachers College, Columbia University, has announced a continuation of the joint Afro-Anglo-American Program of preparation for educational service in Africa.

Full time study during the academic year 1963-64 is offered at Teachers College and the University of London Institute of Education. Special opportunities are available for: (1) experienced elementary school teachers and administrators to qualify for assignments in African teacher training colleges; and (2) secondary school teachers, and outstanding liberal arts graduates with depth of background in a teaching subject, to train for secondary school assignments in Central, East, and West Africa.

Major features of the program include academic credit, special seminars and tutorials, student teaching in British schools, and a comparative education tour in Europe. Fellowship aid, made possible through the support of the Carnegie Corporation of New York, is also available to qualified candidates. Application forms and further information may be obtained from Dr. Karl W. Bigelow, Executive Officer of the Afro-Anglo-American Program, Teachers College, Columbia University, New York 27, N. Y.

Young Dropouts Find Job Advancement Blocked, So They Return to High School to Graduate

Darryl Moseley, a 21-year-old junior student in Ashley High School at Gastonia is back in school after more than two years work in a Gaston County industry where he averaged \$60 per week wages.

His decision came, he said, after he received a promotion ahead of 125 other men in the same production line, only to be told by his supervisor the next day, "I'm sorry, Moseley, we checked your records. The company has a policy of not promoting anyone without a high school diploma to supervisory positions."

Darryl quit Ashley High in 1959 to go to work and get married. "I'm still a junior," he said, "but you can bet I'm trying a lot harder than I used to. I had to get special permission from about 10 people to get back in school. If I had only had my high school diploma when they gave me the promotion, I would have started at \$84 with a chance of working up to \$120. Now, as soon as I finish, and I will, I've been promised a chance for a \$600-a-month job."

Another production worker, Bill Teague, 21, and the father of a 2-year-old girl, is back at Ashley High School, continuing on his junior year, where he dropped out in 1959 to go to work. "I found out that they wouldn't promote me because I hadn't finished high school. I want to better myself," he said.

Walter Gilreath, 18, dropped out in his sophomore year to work in industry. "I didn't have a chance without an education," he said. "I want better pay and a better chance for advancement. Also back at Ashley High, after failing and dropping out of the tenth grade, is Darrell Evitt, age 18. "I failed in the tenth grade, but I went back and did a good job." He said having an automobile was a problem. He had to have money for gasoline, and that meant working, so "you don't have time for school too."

These back-to-schoolers were interviewed by Marion Ellis, repre-

senting the Charlotte Observer news staff in Gastonia, and their story was printed in the Observer on December 16. They are a few of the many dropouts who have returned to high school after working in Gaston County.

Reporter Ellis interviewed another dropout who was too old to return to public high school in Gastonia. This was Jackie Hughes, 33 years old and the father of seven children. He is enrolled at the Gastonia Industrial Education Center in drafting from 9 a.m. to noon daily. Then he works a shift at a textile mill from 2 to 10 p.m. He says of dropping out of school, "They tried to tell me, but I wouldn't listen. Now I know better."

Teacher Recruiting Methods

Recruiting practices that most appeal to prospective professional persons for schools include the following, as recommended by an advisory committee of business and community leaders assisting Akron, Ohio, public schools:

Put more stress on community advantages.

Emphasize opportunities for continued professional growth.

Use personal contact with prospective candidates.

Other methods suggested by the advisory committee, and put into practice successfully are: use surveys to help locate potential teachers, and make more visits to colleges that prepare teachers.

Two other practices in use by some Ohio schools are: pooling of recruitment efforts by a number of neighboring school districts, and use of an automatic slide projector with a continuous sound recording, for 20 minutes of pictures and descriptions of the schools and community. The sound slide projector is set up in the waiting room or area for prospects being interviewed.

Needs for More Occupational Training in State Are Cited by Director of Vocational Education

In North Carolina public schools, for every 100 pupils who enter the fifth grade, "52 finish high school, 19 enter college, and six or seven graduate from college." Dr. Gerald B. James, State Director of Vocational Education, said recently in a speech to an economic development conference, "the college personnel tell us that only about one-third of those who enter college graduate. We provide millions of dollars each year in North Carolina to support twelve four-year State institutions of higher education, not to mention the many private colleges. We feel a keen sense of responsibility to provide opportunities for individuals to develop to their fullest potential—yes, for those whose potentials lie within the scope of college work. But what about the other 81 out of every 100?"

Dr. James said, "No society will remain in a leadership position long based upon its developed college graduates alone. Furthermore, in a democracy we are concerned with all the people—not just the six per cent who comprise the intellectually elite.

Asks Opportunity for All

"Our greatest hope for increasing per capita income, improving the level of living, and improving citizenship in general lies with the 81 per cent. Thus, education opportunities must be expanded . . . irrespective of the area in which one's talents may lie," Dr. James said, in calling for still greater "depth and breadth" for education in North Carolina.

The enrollment in publicly supported vocational education in all its phases in North Carolina, from July 1, 1961, through June 30, 1962, totalled approximately 108,000 in high school courses, and 58,700 in training beyond high school level, as shown on reports at the State Department of Public Instruction. The data on number enrolled beyond the high school includes 25,789 in Industrial Edu-

cation Center courses, 1,427 in practical nursing education, 19,379 in adult farmer education, 11,337 in home economics, and 7,254 in distributive education. It does not include any data on informal education (that is, training that was not conducted in formal classes), such as through home demonstration clubs and other organizations as a part of the programs arranged by those groups, nor does it include individual counseling by agricultural agents and other officials who regularly offer assistance that may be regarded as educational. Also excluded are persons in private correspondence courses in occupations, and those who receive their training in non-public institutions.

Technicians Are Needed

"A recently completed State-wide study of technical and skilled manpower requirements in North Carolina," Dr. James said, "revealed a need for 6,800 technicians in 54 specialized areas, and 20,000 skilled craftsmen in 34 different areas by 1966. This study not only gives us an over-all direction, but to a considerable extent indicates what courses and curricula should be offered" to high school students who will not go on to college.

"The 1957 General Assembly appropriated \$500,000 as a challenge fund for developing this new concept in education for North Carolina," Dr. James said in speaking of the start of the Industrial Education Centers in North Carolina. Allocation of the 20 Industrial Education Centers was on "a State-wide basis to local administrative units which demonstrated proof of educational need and the financial ability and desire to support the area school program." Community and area surveys were made of job opportunities in the area served. Potential student population of at least 400 students, or their full-time equivalent, was required to assure economical operation.

"As of July 1, 1962, \$11.1 million has been invested in capital outlay. The value of equipment was approximately \$11.3 million. The smallest Center has about 30,000 square feet of floor space, while the largest has 123,000 square feet." Dr. James said, "In summary, the creation of the Industrial Education Center Program in North Carolina fills a gap in our education system and provides our citizens an opportunity to improve themselves and keep up to date in this rapidly changing society. The Industrial Education Center system could well be termed the "working man's university" because it is meeting the needs of the masses of North Carolina's working force. Each student is considered as a unique individual; thus, guidance and counseling are regarded as important functions of the Industrial Education Centers."

High School Training

National studies have drawn attention to need for expanded vocational education in high schools for students who plan to work immediately on graduating, or who leave before graduating. Over the nation, some high schools are offering a vocational training certificate that is distinct from the regular academic diploma from high school graduation. They believe it helps to solve the drop-out problem, and better prepares pupils who will not go on to further education.

The President's Panel of Consultants on Vocational Education has proposed that vocational education should be analyzed for effectiveness as one of its five basic recommendations. The Panel has recommended \$400 million in Federal funds be allocated for use mainly among the States and localities for "services and facilities required to assure quality," the services would include thorough and regular evaluations, at all levels, toward finding the most effective plans for development of publicly supported vocational education.

Fitness and Achievement

Physical fitness and academic achievement are closely related, according to a study of high school students in Springfield, Missouri, reported to the President's Council on Physical Fitness.

Physically fit students had a collective grade average 13 per cent higher than students ranking lower on physical performance tests. They also participated in about 50 per cent more co-curricular activities, missed fewer days of school, and had less disciplinary problems.

In making the announcement, the Council also reported that less than 40 per cent of all school children in the United States participate in a daily physical education program.

Burlington Superintendent Spikes Will Retire June 30

Dr. L. E. Spikes, superintendent of Burlington city schools since 1936, officially announced on February 26 that he will retire effective June 30.

In making the announcement, Dr. Spikes said, "this is my thirty-ninth year in public education, 34 of them as superintendent, including 27 in Burlington."

He started as a teacher at Candler High School in 1924, the year he received a bachelor of arts degree from Duke University. In the following year he was made principal of Central High School, Rutherfordton. In 1929 he became superintendent of Rutherfordton-Spindale, and held this position until he went to Burlington in 1936.

He received a master's degree in education from Duke University in 1934, and a master of arts degree from Teachers College of Columbia University in 1939. He received a doctor of philosophy degree from George Peabody College in 1942. Elon College in 1961 honored him with a doctor of laws degree.

Committee on Athletics and Activities Named by Carroll; Miller Made Chairman

Twenty-five educators, representing superintendents, principals, supervisors, teachers, coaches, college personnel, and the State Department of Public Instruction were appointed last month to the new State Advisory Committee on Athletics and Activities by Superintendent Charles F. Carroll. Assistant Superintendent J. Everette Miller was named chairman of the group and Raymond K. Rhodes was appointed secretary. The first meeting of the new group was held late in January, at which time specific responsibilities were outlined and plans for further deliberations were made.

Raymond K. Rhodes, recently appointed director of school athletics and activities in the SDPI, stated that "the overall purpose of the new committee is to assist administrative units in conducting outstanding and effective extra-curricular programs." For years, Rhodes explained, there existed an advisory committee in athletics whose jurisdiction did not include school activities other than athletics. "This new approach should be helpful to schools throughout the State," Rhodes added.

The committee, charged with the responsibility for helping schools develop strong athletics and activity programs which do not encroach upon instructional programs, plans to develop guidelines which will be of benefit to schools in formulating well-rounded, well-balanced total educational programs, according to Chairman Miller.

Members of the committee in addition to Miller and Rhodes include the following: Superintendents A. D. Kornegay, Statesville City Schools; A. B. Gibson, Laurinburg City Schools; H. M. Arndt, Catawba County Schools; and E. D. Simpson, Johnston County Schools.

Principals who are members of the committee are: Guy Swain, Junius Rose High School, Greenville; Robert L. McElrath, Clyde A. Erwin High School, Rt. 4, Asheville; Mrs. W. D. Sanders, Sherwood Bates Elementary School,

Raleigh; and E. M. Barnes, Charles Darden High School, Wilson.

The following supervisors have been appointed to this committee: Raymond L. Sarbaugh, Forsyth County Schools; Barbara Koesjan, Charlotte - Mecklenburg Schools; and C. E. Powers, Moore County Schools.

Teachers appointed to the committee are Marvin Davenport, Freedman High School, Lenoir; Nan Abell, Garringer High School, Charlotte; Louise Hunter, High Point High School, High Point; Helen Paschal, Needham Broughton High School, Raleigh; Raleigh Biggerstaff, Morehead High School, Spray; and Claude Eldridge, Elkin High School, Elkin.

Coaches on the committee are Leon Brogden, New Hanover High School, Wilmington; Everette Carlton, Ashley High School, Gastonia; and W. J. Furcron, Dudley High School, Greensboro.

The following college personnel will also serve: John Otts, University of North Carolina, Chapel Hill; F. G. Shipman, North Carolina College, Durham; and Ethel Martus, Woman's College, University of North Carolina, Greensboro.

Vance-Henderson Merger and Bond Issue Proposed

A proposal to merge the Vance County and Henderson city school administrative units was tentatively approved on March 8 by the Vance County Board of Commissioners, the Vance County Board of Education, and the Henderson City Board of Education. The three groups met in joint session and approved a countywide election for voters to decide two points: merger of city and county school systems, and authorization of a bond issue not to exceed one million dollars for new construction.

The joint group prepared a request to Representative A. A. Zollicoffer, Jr., for introduction of an enabling act in the North Carolina General Assembly.

LOOKING BACK

In previous numbers of the
North Carolina Public School Bulletin

April, 1958

Dr. I. E. Ready, superintendent of schools in Roanoke Rapids, was chosen by the State Board of Education to conduct a Statewide curriculum study which will continue approximately two years. Dr. Ready began his assignment April 1.

Dr. Sam E. Duncan, supervisor of Negro high schools in the State Department of Public Instruction since July 1, 1946, was elected president of Livingstone College in Salisbury, February 12, 1958.

April, 1953

Teachers of Industrial Arts are employed in 146 of the State's approximately 950 public high schools this year, according to a recent survey made by Murray D. Thornburg, State supervisor of trade and industrial education.

Charles C. Erwin, superintendent of Rowan County Schools, today (Feb. 13) was named general chairman of the educational committee of the Rowan Bicentennial.

April, 1948

Alexander County has completed its school consolidation program, it is learned from Superintendent Sloane W. Payne.

More than 112,000 babies were born in North Carolina in 1947 as compared with 85,210 in 1941, an increase of approximately 27,000.

April, 1943

More than 1600 Rural War Production Training Courses, with an enrollment exceeding 20,000 persons, have been organized in the rural schools of North Carolina since October 1 to help farmers and farm women meet the war demands for more food.

The cardinal is now the official State bird of North Carolina in accordance with an act ratified March 8 by the General Assembly.

April, 1938

A new Board for Vocational Education was recently appointed by Governor Hoey, as follows: Reuben B. Robertson, Jr., Canton, to represent trade and industrial education; Mrs. Jessie Lee McCulloch, Elizabethtown, to represent homemaking education; and H. G. Ashcraft, Charlotte, to represent agricultural education. Superintendent Erwin is *ex officio* chairman of this Board.

Constitution Study

Social studies teachers in Michigan are aided by a set of 18 publications on the proposed Michigan Constitution, provided through the Michigan State Library. The publications were prepared by various official and nonofficial organizations including the Michigan Constitutional Convention, Citizens Research Council of Michigan, League of Women Voters of Michigan, and labor organizations.

Industrial Arts Curriculum Guide is in Preparation

An industrial arts curriculum guide for use in high schools and junior high schools of North Carolina is in preparation by an advisory committee of three heads of college departments of industrial education in the State, a school superintendent, a principal, and nine public school teachers of industrial arts. The State Supervisor of Industrial Arts Education, Carroll W. Smith, says the committee expects the guide to be completed for distribution during the summer.

The advisory committee consists of Dr. Kenneth L. Bing of East Carolina College, Dr. Ivan Hostetler of North Carolina State College, Dr. Charles W. Pinckney of Agricultural and Technical College; Superintendent Guy B. Teachey of Asheboro city schools, Principal William F. Davis of Laurinburg High School, in Laurinburg; and the following industrial arts instructors: A. Graham Phifer, Shelby Junior High School, Shelby; T. Darrell Spencer, Daniels Junior High School, Raleigh; Robert R. Crookshank, Gray Senior High School, Winston-Salem; John T. Massey, Smithfield High School, Smithfield; Gilbert L. Watkins, Tarboro High School, Tarboro; John C. Levingston, Ligon Junior-Senior High School, Raleigh; John T. Gibson, Washington Drive Junior High School, Fayetteville; Kenneth G. Mann, Central High School, High Point; and Kenneth C. Sinclair, Garinger High School, Charlotte.

MAKING TODAY'S NEWS

Brunswick. Three adult education courses in typing, marine diesels, and navigation got under way here (Southport) last week at the Brunswick County Training School. *The Wilmington Star*, Mar. 2.

Wake. The Wake County Board of Commissioners approved Monday the purchase of a 50-acre site near Martin's Center for \$450 and acre, a total of \$22,500. *The News and Observer*, Mar. 5

Guilford. The Guilford Industrial Education Center yesterday announced details of training programs for stenographers and draftsmen under federal Manpower Development and Training Act of 1962. *Greensboro Daily News*, Mar. 6.

Lincoln. The adult education courses offered by the Rock Springs High School Vocational Agriculture Department were well attended during the period of instruction, voag teacher Keith Carpenter reported today. *The Lincoln Times*, Feb. 28.

Craven. Schools were closed, factory absenteeism was high and all streets and highways were dangerous today as New Bern and Craven County were blanketed with snow. *Sun Journal*, Feb. 27.

Burlington. A new course in Creative Selling for Retail Salespeople is now being offered at the Burlington - Alamance Industrial Education Center, according to William F. Ress Jr., head of the Distributive Education Department. *Burlington Times-News*, Mar. 1

Transylvania. The Transylvania County Citizens' Committee for Better Schools is proposing a county-wide election for a school supplement to be held this spring in Transylvania county, according to Dr. David C. Lea, chairman of the Citizens' Committee. *Transylvania Times*, Feb. 28.

Greenville. For the third year in a row, Rose High School has led white high schools in the State in sending the largest number of its graduates to colleges and universities, Supt. J. H. Rose announced today. *Greenville Reflector*, Mar. 2.

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NORTH CAROLINA PUE

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BULLETIN

MAY, 1963

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Education Is 'Best Device' For Increasing Skills Lifting Income, Wealth, Health, Governor Says

"What is the best device for increasing economic skills, lifting the income, creating strength, wealth, health, and a good life?" the Governor of North Carolina asked the annual convention of the American Association of School Administrators meeting at Atlantic City, New Jersey, the week of February 18. The Governor continued, "Education!"

Speaking at the second day's session, the Governor told the administrators, in part, "We not only expect your leadership to make the schools more effective; we expect you to do it in such a manner that the voting, paying, supporting public understands what you are doing, and why, and joins in the urgent task of intellectual development."

Among frontiers in education cited in the Governor's speech are opportunities for gifted children, and for disadvantaged children. "We have just begun to seek out the gifted child that we might present him with additional challenges. Last year in special organized classes we in North Carolina had over 2,000 students. This year we have more than 5,000. The trend should be to double each year until we include all who have unusual ability." The Governor added, "My observation is that the pattern of schools in one of differences . . . The privileged areas have the best schools, they have the resources for leadership, they have the best teachers. What are the disadvantaged people, are their slum and tenant areas to do?" The Governor answered, "We must meet this problem in the school, in the community, and in government. We have to find opportunities, we have to uncover talent, and skills, and intellect. Our schools do not intend to ignore the human resources of the disadvantaged children." He

EDUCATION

I don't think we are doing a good job of this in the South. I think we are beginning to see what we must do, and in some places we are getting a start, but we are not quite fully under way. We are far behind the rest of the country, generally speaking, and while the distress and poverty of Reconstruction explains this, now is no time for explanations. Because we are behind it is required of us that we make sacrificial efforts to catch up and assume the lead. The South needs a new kind of Emancipation Proclamation, one which will set it free from poor people, poor schools, from hatred and from demagoguery. This kind of proclamation can be written in one word, "Education." It must be the kind of education which seeks excellence, reaches all, looks to the future.—Statement by Governor Terry Sanford of North Carolina Regarding Public School System

affirmed that the native ability of each child must be discovered and developed at its own rate, whether the schooling leads to a professional occupation, a craft or service career, to homemaking, or any other calling.

Governor Was Well Received

The Governor's address answered questions that delegates from throughout the country had been asking North Carolinians about the Educational Governor," in the vein of "This is the kind of support we want, and how do we get it?" Tar Heels reported that the North Carolina Governor was heartily received. In answer to questioners, they cited a growing

'Kindergarten Today' Booklet Released by NEA Department

The National Education Association has issued, through its Department of Elementary-Kindergarten-Nursery Education, a 20-page illustrated booklet *Kindergarten Today*. This replaces an earlier publication, *Let's Look at Kindergarten*.

The new volume gives terse and lively statements describing purposes and values of kindergarten; the social, emotional, intellectual, and physical characteristics of typical kindergarten children; and the qualifications needed personally and professionally for teaching in kindergarten. It also gives key points of parent-staff cooperation, principles of program planning for indoor and outdoor activities, with descriptions of environments. It gives guidelines for learning experiences, equipment and materials; criteria for evaluation; a checklist for kindergartens; and bibliography. The treatment is extremely brief, ranging between an outline and a summary. Price is 60 cents, with discount on quantity orders available from NEA, 1201 Sixteenth Street, N. W., Washington 6, D. C.

belief in education and training as an essential for economic and social advancement of individuals and communities. They referred also to State-wide interest in the question, "where are we now and where and how do we go from here?"; to leadership and support at the various levels from local communities, with their business, agriculture, and industry interests, to the State capital; and to decision-making on aims and procedures through a frank exchange of information, objective evaluation of accomplishments, of shortcomings, and of means available to accomplish purposes.

Superintendent Carroll Says...

In a recent letter to superintendents I asserted that "many activities and programs heretofore dependent upon pupils' fees should be charged to the tax fund." This assertion was made because

1. I am confident that, in some instances, fees cause some pupils to drop out of school even though this cause may not be admitted or recorded.
2. In some instances, it is believed that for purely financial reasons some pupils elect non-fee courses of instruction when in reality they should select the courses to which a fee is attached.
3. To the extent possible, the free public school system should be free of the fee.

This opinion was also released to the press. The following excerpts from letters are indicative of the response to this release:

"I am writing you this letter to give you my point of view and also to let you know that I am with you one hundred per cent on your idea that school fees should be kept to a minimum and if possible not exist at all. . . Believe me, I too am very much aware of the problems of getting the fees in order to remain in school. You see, Dr. Carroll, I am a drop-out also. . . I wanted so much to be able to stay in school, but finally in October of 1962, I had to drop out of the eleventh grade to go to work. There was just not enough money to send me any longer."

"Some few years ago while teaching in a public school system in our State I observed many of the things you have recently called attention to. I saw how these programs were unduly taxing parents and some students. . . Entirely too much of my time had to go into fund-raising activities."

"We as parents with children in school did not feel free to complain for fear of reprisal; therefore, we deeply appreciate your interest. It is definitely true that more and higher fees are being charged each year for special subjects, yet it is also true that those students who cannot afford to go on to college are the ones who need these special subjects the most."

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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CHARLES F. CARROLL

State Supt. of Public Instruction
Vol. XXVII, No. 9

EDITORIAL BOARD

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V. M. MULHOLLAND, RONALD E. WARE

May, 1963

A teacher is a person who can enter a room enchanted September morning with 30 lively American youngsters, stay with them all day, and survive.—Arizona State Education Brief.

We cannot measure the demands upon our people in the second half of the 20th Century. . . by what was demanded by them at the beginning of the first half of this century.—Walter Lippmann

Popular government without popular education is a prologue to a force or a tragedy.—James Madison

A teacher affects eternity; he can never tell where his influence stops.—Henry Brooks Adams

Human history becomes more and more a race between education and catastrophe.—H. G. Wells

The future growth of America, of our economy and of our security, is directly dependent upon our ability to continue to increase the level of education in the United States.—Charles E. Wilson

Every teacher on the job must continue his education on the job because in-service growth is as important as pre-service training.—Edpress News Letter

Fundamentally we provide and support free compulsory education so that each community may be made a better place in which to live and to make a living. There is no other justification for enforced taxation of all the population, including the childless and those whose progeny are beyond school age.—Thomas H. Briggs.

In a democracy the individual comes first. We are irrevocably committed to the principle that every individual should have the opportunity to progress as far as his interests and abilities will permit. This means that everyone who can profit from a college education should have a chance to acquire it but it does not suggest that everyone should have the same education.—Report of the Commission on Goals for Higher Education in the South.

NORTH CAROLINA PUBLIC SCHOOLS

Education for Now

Education, we are constantly reminded, is for making a life as well as for making a living. If there is merit in this concept, it seems that increasing attention in all our educational efforts must be placed on values, understandings, and appreciations which help pupils in making a life. Nor is this easy for parents, teachers, principals, or guidance counselors, when the immediate desire or need for money on the part of pupils is overwhelming, when there is dissatisfaction with the inadequacy of the school program, when emotional problems loom large, when family instability is recognized in some of its stark realities, when the urge for freedom and independence—often symbolized in the ownership of a car—reaches its rebellious height, and when the attitude of the community at large is not conducive to enthusiasm for education.

Depth probing into the causes of dropouts also include these factors almost every community in North Carolina, to some degree, is plagued with this problem. One-third of those who enter school leave before graduation; and within the next ten years the Nation's army of dropouts will total 7,500,000 youth if the present rate of leaving school continues. Evidence is conclusive that those who quit school are adding to the Nation's unemployment pool; they constitute a significant factor in the rising crime rate throughout the Nation; and they produce a negative effect on students now enrolled who are looking for an excuse to drop out of school.

Knowing the reasons for dropouts and knowing the characteristics of those who are most likely to drop out should suggest certain approaches for improving the current situation. It is appropriate that North Carolinians, educators and laymen alike, tackle this problem forthrightly and with renewed vigor. The economy of the State and the general welfare and happiness of many of its citizens depend, in large measure, on how effectively the dropout problem is

solved.

Statistically, it is recognized that those who complete the eighth grade earn 40 per cent more than those who do not; high school graduates earn 42 per cent more than those who complete the eighth grade; and college graduates earn 69 per cent more than high school graduates.

Citing the economic pay-off for those who remain in school always impresses certain students; but, in reality, immediate concerns are likely to outweigh any economic statistics concerning financial returns of the more or less distant future. Nor is this approach, that of earning a living, more valid than that of making a life. Greater emphasis on education for living and solving one's problems day by day undoubtedly would increase the pupil's satisfaction with school.

When Johnny's primary need is that of personal acceptance, he can find little excitement in Wilson's Fourteen Points; when he needs the taste of success in order to move forward, he can be overwhelmed by failing marks in subjects for which he is poorly prepared or ill-suited. And, no matter how excellent the counseling and testing program, Johnny needs the realistic experiences of accepting responsibility for things that matter to him, of making decisions, of working cooperatively on tasks of daily significance, and of enjoying progress for which, to a degree, he has been responsible.

Staying in school becomes a reality when individuals have day-by-day proof that there are specific satisfactions from remaining in school. In essence, this means greater diversity in curriculum content and teaching techniques, more flexibility, a wider variety of instructional aids, and a renewed effort to tailor activities and programs to the peculiar needs of each pupil. When pupils feel a sense of well-being and satisfaction from their day-by-day living in school, then it is that some of the factors which now affect the

Staff Meeting Worthwhile

Staff meetings, once the bane of too many teachers, are increasingly becoming worthwhile ventures into ways of improving the total instructional program! Congratulations are in order for principals, planning committees, and all those whose vision for improvement have insisted that faculty meetings become professional rather than routine, creative rather than unimaginative, and pertinent rather than innocuous.

When staff meetings are cooperatively planned in terms of topics which have genuine meaning for teachers, self-improvement and acceptance of responsibility become almost automatic. Self-improvement is a natural outcome of this approach.

Perhaps no single effort to improve the overall school program would meet with more success than a staff meeting, or several meetings if this seemed feasible, in which members of the faculty cited with supporting evidence ways in which the instructional program, the guidance program, the athletic program, or whatever-you, has been better this school year than heretofore. This straightforward, critical evaluation would, without doubt, lead to suggestions for continued improvement.

The chief advantage of this total-faculty approach to evaluation lies in the fact that all aspects of the school program come under the scrutiny of all staff members. Sharing in such an atmosphere takes on characteristics of receiving as well as giving; and when sharing is of this constructive variety, teachers grow and instructional programs become more vital than ever before.

Using evaluation in this manner not only will guarantee teacher growth and improvement in the quality of teaching; it will also dispel many notions that staff meetings must be dull and without that spark which rekindles one's vision and determination.

dropout problem will vanish. Education must be for now, especially for those who have serious doubts about its worthwhileness.

Fees Charged To Pupils In Tax-Supported Schools Are Questioned By State Superintendent Carroll

Concern over fees collected from pupils in the tax-supported public schools of North Carolina was expressed by the State Superintendent of Public Instruction, Dr. Charles F. Carroll, in a letter to county and city superintendents of schools on April 1.

Dr. Carroll enclosed a list of fees reported by the public schools for the current, 1962-63, school year. The list shows forty kinds of fees, differing at least in name, for high schools and junior high schools, besides the Statewide book rental fee of \$6 for each high school student. It shows also thirty-three kinds of fees for elementary school pupils.

Range of Single Fees

Single fees range from less than \$1 each to a high school maximum reported as "above \$50" for music students as listed by two high schools, and an elementary school maximum of \$36 per year for band members as listed by two elementary schools.

The number of schools reporting each fee and the maximum range as listed on the enclosure include, among others:

Among high schools and junior high schools, 781 have "instructional materials" fee to \$15; 515 "library" to \$4; 126 "book" in addition to State rental fee, to \$8; 239 "physical education" to \$10; 934 "commercial" to \$50; 61 "vocational" to \$7; 841 "science" to \$4; 20 "standardization" to \$2; 127 "audiovisual" to \$2; 38 "National Defense Education Act" to \$2; 8 "registration" to \$4; and so on.

Among elementary schools, 1,322 have "instructional supplies" (or similar term) to \$6; 485 "library" to \$3; 321 "supplementary books" to \$4, and 1,735 "book fee" to \$7 (in addition to the basal textbooks furnished by State appropriations); 8 first aid to \$1; 2 "special education" to \$4; 10 entertainment to \$1; 28 science to \$1; 37 "National Defense Education Act" to \$2; and so on.

Fees as Revenue Source

The State of North Carolina has 870 public high schools and 1,977 public elementary schools as shown in the Biennial Report of the Superintendent of Public Instruction to the Governor and the members of the General Assembly of 1963. The Biennial Report shows "collections from pupils" in the 2,847 public schools of North Carolina during the 1961-62 school year amounted to \$2,132,908 or 1.8 per cent of local funds State-wide.

They may vary in kind, number, and amount among schools within an administrative unit or district, and to some extent according to grade level and curriculum of the student.

Concern from Superintendent

Regarding fees collected from pupils, Dr. Carroll said in his letter to county and city superintendents on April 1, quoted in part: "I hope you and your board of education will review your fee schedules to see if you cannot effect further deletions and reductions. It would appear that in some instances certain items of expense might be lifted from pupils in the form of fees and be included instead in the regular budget along with other necessary expenses."

He continued: "I would not attempt to appraise the merits of each of the fees listed on the enclosure, but I do want to express at least these points of view:

"I can see no justification for special fees covering such operations or items as the library, audiovisual aids, first aid, special education. The same is true regarding fees labeled registration, National Defense Education Act, and standardization.

"I cannot see justification for a separate fee in connection with such fundamental courses of instruction as science, mathematics, and foreign languages.

"Similarly, except possibly for very minimum consumable supplies to be provided by the student, I would wish that such elective but basic subjects as agriculture, home economics, mechanical drawing, commercial subjects, trade and industrial offerings, and music might be free of charge to students.

"I feel we should spell out what is meant by such fees as activity, combined, miscellaneous, drives-benevolence, contingency, incidental, charity, welfare, general fund, general school, local, school, drives, entertainment, other fees."

Optional or Not?

Dr. Carroll continued, "Some of these expenses are designated as 'optional' but in reality they are not. Too often a student without resources is placed in a position where he feels he has to keep up with the Joneses." The State Superintendent cited, in exact amounts, costs of nearly \$50 for a senior expecting to graduate from one high school. These costs included cap and gown, diploma, invitations, memory book, pictures, annual book, ring, tax, class dues, and insurance and activity fee, all in addition to book and course related fees.

Damage of Fees

Dr. Carroll concluded his letter: "... many activities and programs heretofore dependent upon pupils' fees should be charged to the tax fund. I make this assertion because:

"(1) I am confident that in some instances fees cause some pupils to drop out of school even though this cause may not be admitted or recorded;

"(2) In some instances it is believed that for purely financial reasons some pupils elect non-fee courses of instruction when in reality they should elect the courses to which a fee is attached, and "(3) To the extent possible the free public school system should be free—of the fee!"

Television Use In Reviewed By State of Washington

Educational television in the State of Washington is described in a 50-page booklet issued by the Washington State Superintendent of Public Instruction, Olympia, Washington. The booklet reviews nearly nine years of ETV in that state, growing from one educational station to the present three. Currently in use there are Channels 9, 56, and 62; reserved for future educational use in Washington are Channels, 7, 10, 22, 35, 41, 45, 42, and 65.

Most schools within that state generally are using some of the educational telecasts regularly. Other schools are not within receiving range of present transmitters, however.

The booklet contains a glossary of ETV terms and a summary of answers to questionnaires issued to the schools, describing strengths and limitations of educational television. Prominent among strengths found by teachers were: (1) Immediacy and interest-holding ability; (2) Sharing of outstanding teachers with many classes; also, (3) The open-channel broadcasting "allows parents and children to share the same classroom experiences." Among limitations prominently mentioned were: (1) Fixed-rate of presentation, regardless of readiness of pupils in a classroom; and (2) Some tendency to develop "watchers rather than learners . . . during the lesson," which is correctible by classroom preparation and follow-up.

The questionnaire showed that 72 per cent of the schools using ETV in that state relied on it as mainly supplemental instruction, 12 per cent used it as mainly total instruction, and the remainder had mixed usage, including 13 per cent of the schools which used ETV for appropriate teachers only.

Size of screen used in most classrooms, 68 per cent, was 21-inch; also, 28 per cent used a 24-inch screen; the remaining classrooms, used larger or smaller screens, but none smaller than 17-inch.

Report of Teacher Merit Pay Experiment In State Is Presented to the 1963 General Assembly

The teacher merit pay experiment in North Carolina authorized by the 1961 General Assembly is reported in a 64-page printed publication issued by the State Department of Public Instruction in March. The title is *A Program Report to the 1963 General Assembly, by the North Carolina Experimental Program of Teacher Merit Pay.*

The authorizing legislation called for a progress report to the 1963 General Assembly, and for a final report of findings and recommendations as to the future of the program to be made to the 1965 General Assembly.

The current report describes preparations, installation and operation of the program at the three public school administrative units cooperating voluntarily in the experiment: Gastonia city, Martin County, and Rowan County schools. Teacher participation is optional, for volunteers, in all three units. The 1962-63 school year is the first full year of operation of the experiment at each of these units.

Objectives

Stated objectives of the merit pay experiment at the three administrative units include, in locally developed terminology: improvement of instruction through self-evaluation and initiative by teachers and other staff members of the schools working individually and cooperatively. All three units are attempting to learn if merit pay can result in improved education for pupils, and in stimulus and growth for teachers.

The report contains the complete program statement developed at each of the participating units, including objectives, policies, procedures, and criteria. It also includes a copy of each blank data form used in recording and evaluating the experiment locally.

Conclusions

Three pages of the report consist of conclusions drawn from the experiment, as expressed by the Director of the Teacher Merit Pay Study, Dr. Brank Proffitt, who was

appointed by the State Board of Education on July 6, 1961, effective July 15, 1961. The conclusions point to increased self-evaluation and cooperation among teachers, principals, and supervisors in planning and improving teaching, and to problems not yet fully answered, including: "How much time is necessary for a principal, supervisor, or other observer to fulfill his role in . . . evaluating teaching performance?" As a part of this question, "how can the principal of a very large school" or the "teaching principal in the small school" develop a system of teacher evaluation most compatible with the time required for all his other responsibilities?

The final conclusion is stated: "If an experimental program of this sort is to furnish valid, useful information, the program must continue for a sufficient length of time to permit problems to be identified and conclusions to be drawn. This conclusion gives a reference to the original recommendation of the seventeen-member Commission for the Study of Teacher Merit Pay authorized by the 1959 General Assembly and appointed in August 1959 by Governor Luther H. Hodges: ". . . the Commission believes that not less than four years should be spent in this experimentation; one year in planning and implementation, and three years for investigations and validation."

Recommendations

Recommendations based on the conclusions call for continuing the systematic study of merit pay for teachers, including: "validity and reliability of the evaluative process; personnel needed to carry out program; staff time required . . . ; proper assignment of responsibilities among staff personnel; effect . . . on staff relationships and morale; conditions . . . for successful operation; strengths and weaknesses of the program, including its contribution to improvement of instruction."

One Hundred Years Ago School Laws Required To Be Printed In N. C. Journal of Education

State Superintendent Named to Board of Editors

The *North Carolina Journal of Education* for May, 1863, included a digest of the public school laws of the State as required by law (Acts of 1860-'61). The Journal was a monthly periodical published by the State Educational Association. Rev. C. H. Wiley was the Superintendent.

In a preface to the digest of the laws which he prepared for the Journal, Superintendent Wiley said: "The following pages contain only a digest of the laws in relation to Common Schools in North Carolina now in force, and not the laws in full . . . All of the law in force, which it is important for officers and teachers to know, is contained in this pamphlet—but when it is necessary it will be easy from the references given, to find the original Acts."

"In this pamphlet all the laws and clauses of laws in relation to any given subject are grouped together under one head— . . ." In accordance with this plan, Superintendent Wiley divided this digest of the laws of 100 years ago into the following sections:

Income of Literacy Fund and Taxes
Officers

Duties and Liabilities of Officers
New Counties

The first section, comprising slightly more than a page, was concerned with the financing of the public schools through a combination of State funds, the Literacy Fund, and local taxes (not less than half as much as the county would receive from the Literacy Fund).

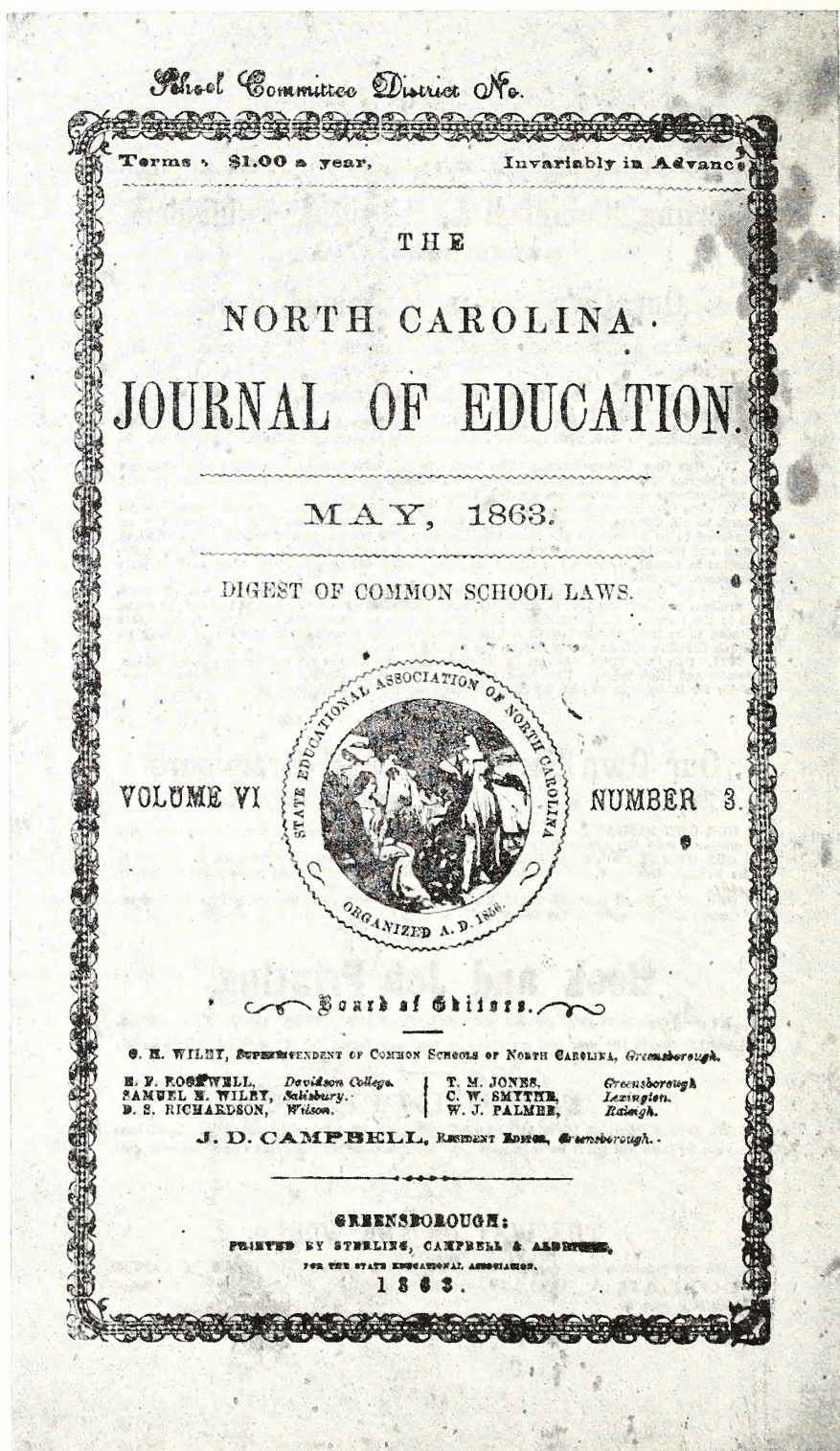
The second section provided for "a superintendent of common schools for the State, to be chosen by the General Assembly . . .", "not more than ten, nor less than five superintendents of common schools" for the counties; and "district committees of common schools, to consist of three persons."

The third section sets forth the duties of county superintendents,

the chairmen of boards of superintendents, district committees, committees of examination, clerks of county courts, treasurer of the

State, and the State Superintendent.

The final section simply provides for the distribution of the Literacy Fund when a new county is organized after the census has already been taken.



State Superintendent's Duties

Some of the duties of the State Superintendent as stated by law were the following:

- superintend the operations of of the system of common schools
- see that the laws in relation thereto are enforced
- call on boards of county superintendents who fail to make returns according to law
- see that moneys are distributed . . . are not misapplied
- see that proper actions are brought against all officers who are liable for moneys
- deliver public lectures on the subject of education
- attend the meetings of the board of literature (literacy)
- issue letters of instructions to examining committees as to qualifications of teachers and school books to be used
- prepare and send to chairmen of boards printed forms and proper blanks upon which to make returns
- send returns to secretary of State to be filed
- print and send common school registers to boards of superintendents

And section 54 requires that "The Governor shall cause to be printed one thousand copies of the annual report of the superintendent of common schools in cheap pamphlet form, of which the superintendent shall send one copy to each of the libraries of the colleges of the State, and one to the State library, one each to the treasurer, comptroller, and secretary of State, and to such other literacy institutions in or out of the State, as he may deem proper, and he shall send one copy to each chairman of superintendents of common schools in the State, one to each member of the committee of examination in every county, and one to the county court of each county; and the remainder he shall distribute in such other way as he may think best calculated to promote the general causes of education."

Section 55 provides in part that "If the superintendent shall wilfully and habitually neglect his

Schoolhouse Design Is Different Today Because of Seven Significant Factors

The Nation's Schools, in a recent edition, presented seven factors generating well-designed schools and promoting learning simultaneously.

Basically, the publication points out, good design provides a school with a flexible open plan which brings children and teachers closer together, makes every space a teaching space, and makes the environment conducive to learning.

The seven factors contributing to good design in schoolhouses follow:

1. *The modern secondary school requires variety and flexibility in the size of classrooms.*

The need for various size classrooms has developed primarily from new efficiencies in teaching made possible by audiovisual equipment including educational TV and public address systems.

2. *Students and teachers are rebelling against the lock step in curriculum.*

Variations in the length of the class period and in the days on which a subject is taught require flexibility in space arrangement.

3. *If the child is being developed for the responsibility of citizenship, then responsibility must be a part of his daily program in school.*

duties, or shall use his official position for the purpose of propagating sectarian or political party doctrines, he shall be liable to be removed by the unanimous vote of the board of literature . . ."

Other sections of the law provide for the duties of other officers concerned with the schools, including the distribution and division of moneys, the school year, examinations, what may be taught in the schools, etc. A decision of the State Superintendent in regard to this last topic is interesting: "It is, therefore, decided by the State Superintendent that Latin and Greek cannot be introduced as a part of the course of study in the Common Schools, unless by the general consent of the parents in districts concerned."

A new attitude toward discipline brings a building designed for freedom.

4. *The amount of human knowledge is multiplying rapidly, with the result that the curriculum in the public school is being packed with more and more subjects and more requirements.*

Especially is this true in the fields of science and languages. Consequently, children are expected to learn more, and to learn more rapidly. The study of science and higher mathematics, and often a second language, now begins in the elementary grades.

5. *Modern design is recognizing that the rate and efficiency with which a child learns are affected by the physical environment that the school provides.*

Classroom lighting was first to receive scientific attention. Now the schoolhouse is beginning to provide adequate thermal and acoustical environment.

6. *These new concepts of physical environment have resulted in almost a standard pattern of space alignment.*

The major activities of the school are grouped in separate buildings or in different parts of the building. For example, the academic classrooms will be in one section, the shops in another, etc. . . the gymnasium. The auditorium and other service areas that might be used by the public are placed where they are most accessible to the highways.

7. *The grouping of children is moving farther and farther away from the self-contained classroom.*

The school of tomorrow is being designed to bring children and teachers closer together.

Commenting on the seven factors just presented, The Nation's Schools study observes "Obviously no one of these seven factors is operating independently or singly. It is a combination of these influences that is producing a schoolhouse today that is definitely different, even from the design or pattern of just 10 years ago."

State School Facts

May, 1963

Over Half Teacher Education Graduates of 1962 Take Teaching Jobs In Public Schools of State

More than half of the teacher education graduates of 1961-62 from colleges in North Carolina, who qualified for a North Carolina "A" Certificate, accepted positions in teaching at public schools of the State. The proportion was 52.35 per cent, passing the previous high for sixteen years of annual survey, which was 49.98 per cent of 1956-57 graduates who were qualified.

Table I shows the number and per cent of North Carolina teacher education graduates teaching in the State in the following fall, starting with 1956-57 graduates and ending with the anticipated 1962-63 graduates who should qualify to teach.

I. Graduates, 1957 to 1963, Teaching in State the Next Fall

Year Graduated	Graduates		Total	Teaching in State	
	Men	Women		Number	Per Cent
1957	1,052	2,297	3,349	1,674	49.98
1958	1,244	2,191	3,435	1,633	47.54
1959	1,339	2,571	3,910	1,713	43.81
1960	1,333	2,435	3,768	1,713	45.46
1961	1,246	2,622	3,868	1,890	48.86
1962	1,294	2,643	3,937	2,061	52.35
1963*	1,333	3,117	4,450	—	—

* Anticipated

Table II shows the number and per cent of elementary and secondary teachers, men and women, teaching in the State and outside the State, and not teaching. Men going into secondary teaching outnumbered those going into elementary teaching more than 10-to-1 for white graduates but less than 2-to-1 for Negro graduates. Table II also briefly shows what happened to new graduates in teacher education who did not immediately enter teaching, for whom data were obtained.

II. Placement, 1961-62 Teacher Education Graduates as of November 1, 1962

Occupation	White					
	ELEMENTARY			SECONDARY		
	Men	Women	Total	Men	Women	Total
Teaching	44	828	872	525	734	1,259
In State	38	674	712	398	514	912
Outside State	6	154	160	127	220	347
Not Teaching	8	172	180	127	220	347
Per Cent of Total	8.4	83.4	83.4	16.6	18.4	18.4

New Supply versus Demand

Table III compares the supply of 1961-62 graduates with the demand for them in the public schools of the State. To understand this table, the reader should refer to the following definitions established during the sixteen years of the annual survey. The definitions are used by the Research Division of the National Education Association in its yearly national report on teacher supply and demand, which has included data from the North Carolina report each year. These definitions include the following.

Demand—The number of teaching positions actually filled by *new teachers* already hired and on duty in North Carolina public schools for the 1962-63 school year, as of November 1, 1962.

New teacher—A teacher who was not employed anywhere as a teacher during the 1961-62 school year; includes all members of the *new supply of teachers*, and all other teachers who were not employed as teachers during the 1961-62 school year.

The new supply of teachers—Only those persons who received a bachelor's degree from a college in North Carolina between September 1, 1961, and August 31, 1962, inclusive, and were qualified to receive a Class "A" certificate from the State of North Carolina.

Out-of-State teacher—A teacher employed for 1962-63 in the North Carolina public school system who came to this position from outside the State.

Anticipated supply—College students who are due to graduate, with qualifications for a Class "A" teaching certificate, from a college in North Carolina between September 1, 1962, and August 31, 1963.

Students and counselors should be interested in supply-demand ratios, since they indicate which fields and levels will be most competitive for employment opportunities, scholarships, and fellowships, before and after graduation.

III. New Supply of Teachers, and Demand

Preparation	Graduates 1960-61	Demand 1961-62	Graduates 1961-62	Demand 1962-63	Graduates 1962-63*
Total	3,868	4,496	3,937	3,922	4,450
Elementary	1,326	2,749	1,502	2,376	1,597
Secondary	2,542	8,747	2,435	1,546	2,853
Agriculture	42	24	39	22	38
Art	37	26	48	17	54
Bible	15	9	7	1	10
Biology	140	51	87	83	126
Chemistry	13	8	15	9	33
Commerce	341	172	280	140	260

Seeking Teaching Position	1	1	.08	1	4	5	.26
Seeking Non-Teaching Job				1	1	1	.05
No Information	2	103	105	109	77	186	9.82
TOTAL	52	1,001	1,053	865	1,028	1,893	100.00
Negro							
Teaching	92	236	328	75.06	161	179	340
In State	60	157	217	49.32	107	113	220
Outside State	32	79	111	25.74	54	66	120
Not Teaching	36	86	122	24.94	89	113	202
Otherwise Employed ..	8	9	17	3.78	21	48	69
Continuing Study	1	2	3	.68	12	13	25
Military Service	3	3	3	.68	21	21	3.87
Homenaking (Women)		11	11			10	10
Seeking Teaching Position	6	16	22	4.95	9	8	17
Seeking Non-teaching Job					3	1	4
No Information	18	48	66	14.85	23	33	56
TOTAL	127	322	449	100.00	250	292	542
							100.00

Supply to Other States

North Carolina colleges continue to graduate more teachers who go out of the State to teach than the State receives from out-of-State institutions. Of North Carolina's 1961-62 graduates, 738 (507 white and 231 Negro) went to their first teaching job in other states, whereas only 561 out-of-State teachers at all levels of experience were reported by superintendents as hired new for the 1962-63 school year in North Carolina. Compilers pointed out, however, that some so-called out-of-State teachers are North Carolina citizens or former residents returning after education or employment outside the State. They added that graduates of North Carolina colleges include many citizens of other states, and that some of these graduates who leave the State are simply returning to their home states or regions to teach. Such detailed data of original residence were not included in the statistics.

Recruiting

Aggressive recruiting from other states deserves some credit for the out-of-State balance of movement. As early as October and November, recruiters from other states (which in the past year included Virginia, California, and New Jersey, among others) visited college placement offices. Many of the recruiters have authority to sign contracts with interested seniors, and can offer attractive starting salaries (to \$6,000 per year for Los Angeles and some other metropolitan areas). In contrast, only a few school administrative units in North Carolina actively seek new teachers until after budgets are set late in the spring. A cheerful aspect mentioned is that North Carolina is fortunate in having teacher-preparing institutions that attract favorable attention from recruiters outside the State.

Library Science	1	2	1	2	1	2	1
Mathematics	255	249	199	220	220	225	225
Music	128	59	107	41	41	128	128
Physical Education	294	131	315	109	109	330	330
Physics	2	3	4	9	9	6	6
Science	159	143	160	130	130	198	198
Social Studies	400	156	451	142	142	535	535
Spanish	11	14	23	22	22	28	28
Others	6	34	35	69	69	19	19

* Anticipated

When supply-demand data of Table III are converted to per cent, we see that North Carolina public schools in 1962-63 employed 61.85 per cent of the elementary teaching graduates of the preceding year, but just 46.80 per cent of the new graduates qualified to teach only in secondary schools. The colleges of the State in 1961-62 produced 1.62 secondary teacher for every elementary teacher, almost the exact reverse of the ratio of demand, which was 1.57 elementary teacher for every secondary teacher hired.

Anticipated Graduates

Anticipated graduates in teacher education from colleges in North Carolina, between September 1, 1962, and August 31, 1963, total 4,450, shown atop the right-hand column of Table III. Of these new graduates, 1,597 are expected to qualify for elementary teaching, an increase of 6.32 per cent over the 1961-62 production. The number expected to qualify for teaching one or more high school subjects is 2,853, an increase of 17.16 per cent over the 1961-62 output. Therefore, the overproduction of secondary school teaching graduates as compared to elementary teaching graduates is not only continuing, but growing.

Public Institution Share

The share of teacher education graduates prepared in public and non-public colleges of the State has remained nearly constant over a six-year period, approximately 63 per cent in State-supported colleges, and 37 per cent in the non-public institutions. Table IV shows production totals for public and non-public colleges, for 1961-62 graduates

IV. Teacher Education Graduates from North Carolina Colleges, 1961-62

Institutions	Men	Elementary Women	Total	Men	Secondary Women	Total	Total
White public	38	653	691	630	571	1,201	1,892
White nonpublic	15	349	364	245	467	712	1,076
Total white public and nonpublic	53	1,002	1,055	875	1,038	1,913	2,968
Negro public	111	201	312	154	130	284	596
Negro nonpublic	16	119	135	86	152	238	373
Total Negro public and nonpublic	127	320	447	240	282	522	969
Grand total	180	1,322	1,502	1,115	1,320	2,435	3,937

County-Wide Study of Homework in Anson Results in Guidelines for All Concerned

Homework as a topic for discussion among teachers, principals, supervisors, pupils, and parents in Anson County for the past two years is now the theme of a handbook for teachers, which was adopted by the Anson County Board of Education at its December meeting. The project was under the general supervision of W. Gerold Smith, director of instruction. A study committee of 16 teachers, representing all schools in the County and chaired by Mrs. Ruth H. Bennett of Anson High School, served as a clearing house for the ideas and suggestions presented by the several schools.

Contests of the 22-page handbook indicate the scope and significance of the study: survey of parents, pupils and teachers relative to homework; purposes of homework; criteria and types of homework; study skills; responsibilities of parents for homework; do's and don'ts regarding homework; and recommendations.

"Developing the skill to work independently was cited often by teachers, pupils, and parents as a primary reason for homework," declared Smith. "It was generally agreed that only that homework which has a purpose understood by pupils themselves has any real value. Homework which turns out to be 'busy work' is worthless."

The handbook also stresses that general class assignments seldom meet the needs of all pupils; that long assignments do not necessarily achieve desirable purposes; that more of the same type of homework is seldom desirable after concepts are understood; that routine drills and assignments are seldom of value to the accelerated pupil; that all homework should enrich the pupil's experiences; and that homework *per se* does not solve the problem of slow learners.

Throughout the handbook the importance of individual motivation, initiative, and responsibility are stressed. "Pupils themselves should clearly understand the purposes of homework," the handbook states, "and from all homework

certain new and valuable ideas should be encountered."

Types of homework are listed in one section of the handbook; and in another section an evaluation of the effectiveness of homework is emphasized. Study skills are discussed in Chapter VI with emphasis on motivation. "It is felt that the section pertaining to 'Responsibilities of Parents in Homework' will be one of the most useful portions of the handbook," declared Superintendent R. O. McCollum.

In adopting this statement on homework, the Anson County Board of Education recognized its potential value as a guideline for assisting teachers, parents, and pupils in the task of improving instruction throughout the County. Congratulations are in order, not only to the Board, but to the superintendent, the director of instruction, and all teachers, pupils, and parents who engaged in such a worthwhile study. There is every reason to believe that homework in Anson County will be more meaningful than ever before.

Television Teachers Meet At Workshop In Greensboro

The in-school television teachers spring workshop at Woman's College of the University of North Carolina, Greensboro, Saturday, April 6, was attended by about 100 teachers and a number of administrators. Curriculum study was the main topic, on the theme, "Meeting Individual Student Needs."

Four work groups collaborated with studio teachers of the four in-school television courses. All attending gathered for lunch in the home economics cafeteria on the campus, where Dr. Hardwick Harshman of the School of Education, University of North Carolina, spoke on the theme.

The workshop was held under the direction of John R. B. Hawes, State Supervisor of Television Education.

Board Adopts New Textbooks

New basal textbooks in geography, history, writing and spelling for the elementary schools and English, geometry and spelling for the high schools of the State were adopted by the State Board of Education at its regular meeting April 4.

Geography texts for grades 4-6 were the following: "At Home Around the World," published by Ginn and Company, at a retail price of \$3.86; "United States, Canada, and Latin America," published by Ginn and Company, at a retail price of \$4.49; and "Our World Lands," published by Silver Burdett Company at a retail price of \$4.38.

The following new history texts were adopted: grade 5, "Americans Frontier", published by Lyons and Canahan, at a retail price of \$3.45; grade 6, "Backgrounds of American Freedom," published by The Macmillan Company, at a retail price of \$3.21; and grade 8, "The Story of Our Heritage", published by Ginn and Company, at a retail price of \$4.62.

Eight handwriting texts for grades 1-8 entitled "Better Handwriting for Everyone", published by Noble and Noble Publishers, were adopted at a retail contract price of 35 cents each.

A series of seven spelling texts for grades 2-8 entitled "Spelling for Word Mastery", published by Charles E. Merrill Books, was adopted at a retail price of \$1.40 per copy.

For grades 9-12, a new series of English, grammar and composition texts entitled "The Macmillan English Series", published by The Macmillan Company, was adopted at a retail contract price of \$3.28 per book.

A new geometry text, "Contemporary Geometry", published by Holt, Rinehart and Winston, was adopted at a retail price of \$3.80.

And a spelling text for use in the high schools entitled "Gilmartin's Word Study", published by Prentice-Hall Company, was adopted at a retail price of \$2.38.

SREB Sets Up Guidelines For Establishment of Community Colleges

Criteria for the establishment of community junior colleges have been set up recently by the Southern Regional Education Board. These criteria, prepared by A. J. Brumbaugh, consultant to the Board are contained in a pamphlet entitled "Guidelines for the Establishment of Community Junior Colleges," issued by SREB.

Although communities differ in many respects, this booklet points out, the following criteria appear applicable to the establishment of a successful community junior college in any locality:

1. A community junior college should be established only where there is a clear understanding of the special nature and function of such an institution.
2. A community junior college should be established only where there is a demonstrated need for educational opportunity beyond the high school.
3. A community junior college should be established only where people in the community demonstrate a favorable general attitude toward the junior college and its unique function.
4. A community junior college should be established only where there is adequate financial support of a permanent nature.
5. A community junior college should be established only where adequate space is available for the institution or where there are adequate finances to provide space.
6. A community junior college should be established only where it is readily accessible for those whom it is designed to serve.
7. A community junior college should be established only after consideration of educational opportunities available in nearby institutions of higher learning.
8. A community junior college should be established only

Changes In Names of High Schools Indicate Extent of Consolidation Throughout State

Names of present-day public high schools throughout the State indicate the extent that consolidation been completed or partly completed in county administrative units.

Although many new high schools honor the memory of some outstanding person, a large number of such schools are given some "directional" identity as North, South, East, West, Central, Northern, Southern, Northeast, Northwest, etc. In some cases, where only one high school is left, the name of the school may have the name of the unit.

High schools with such directional names and the county location are as follows:

Eastern—Alamance
Southern—Alamance
Western—Alamance
Anson—Anson
Ashe Central—Ashe
West Bertie—Bertie
Bladen Central (N)—Bladen
North Buncombe—Buncombe
Camden County—Camden
Chatham Central—Chatham
Chowan High—Chowan
Central—Cumberland
Currituck Union (N)—Currituck
Central—Davidson
East Davidson—Davidson
North Davidson—Davidson
West Davidson—Davidson
Davie County—Davie
Central Davie (N)—Davie
East Duplin—Duplin
North Duplin—Duplin
Northern—Durham
Southern—Durham
South Edgecombe—Edgecombe
West Edgecombe—Edgecombe
East—Forsyth
Northwest—Forsyth

after a survey has been made of the community's over-all needs in higher education and its present resources to meet those needs. In states where a state-wide survey also has been made, the community survey should take into account its findings and recommendations.

Gates County—Gates
Central (N)—Gates
South Granville—Granville
Greene County—Greene
Greene Co. Training (N)—Greene
Northeast—Guilford
Northwest—Guilford
Southeast—Guilford
East Henderson—Henderson
West Henderson—Henderson
Hoke County—Hoke
East Hyde—Hyde
West Hyde—Hyde
Jones Central—Jones
Jones (N)—Jones
West Lincoln—Lincoln
West Martin (N)—Martin
East Mecklenburg—C—
Mecklenburg
North Mecklenburg—C—
Mecklenburg
South Mecklenburg—C—
Mecklenburg
West Mecklenburg—C—
Mecklenburg
Northwest Jr. (N)—C—
Mecklenburg
West Charlotte (N)—C—
Mecklenburg
East Montgomery—Montgomery
West Montgomery—Montgomery
Nash Central (N)—Nash
Central (N)—Orange
Pamlico County—Pamlico
Pamlico Central (N)—Pamlico
Central—Pasquotank
Perquimans—Perquimans
Perquimans Union (N)—
Perquimans
Person County (N)—Person
Polk Central—Polk
Randolph (N)—Randolph
Southside (N)—Robeson
East Rowan—Rowan
North Rowan—Rowan
South Rowan—Rowan
West Rowan—Rowan
East Rutherford—Rutherford
North Stanly—Stanly
South Stanly—Stanly
West Stanly—Stanly
Surry Central—Surry
North Surry—Surry
East Surry—Surry
East Union (N)—Union
Western Union (N)—Union
West—Wilkes
North—Wilkes
East—Wilkes
East Yancey—Yancey

Technical Educator From South Vietnam Visits North Carolina Vocational Schools, Industries

An educator from South Vietnam toured several Industrial Education Centers, visited high school vocational training classes, and observed work and apprenticeship programs in textile, boat-building and fisheries industries in North Carolina, February 25-March 1, 1963.

He was Bui Van Dau, Chief of Technical Training, Directorate of Technical Education, for the Southeastern Asia country. The visit was part of a three-month tour in several states, sponsored by the U. S. Office of Education, under the auspices of the Agency for International Development.

Mr. Dau is in immediate charge of development of vocational and technical training facilities and curricula in his country. The South Vietnam government established three trade-technical schools for men and women, each with a capacity of 800 students, which began operations during 1962. Fisheries, boat-building, and cotton textile manufacturing are leading occupations emphasized in vocational training in his country.

Itinerary for the visitor in North Carolina included the Industrial Education Center at Burlington, and textile plants and high school vocational classes there; the Industrial Education Center at Wilson, and high school vocational classes; high school and adult marine vocational education classes in Morehead City schools; a one-day visit to the Laboratory for Food Fish Industry at Morehead City; the boatbuilding industry at Harkers Island, and vocational classes in Carteret and Pamlico counties.

The North Carolina portion of Mr. Dau's visit was arranged through the Division of Vocational Education in the State Department of Public Instruction, with assistance of school, industrial, and public authorities in the places visited. Students from South Vietnam attending North Carolina State College arranged

Mentally Retarded Comprise 3 Per Cent of Population

Estimated frequency of mental retardation is 3 per cent of the total population, as used by the Governor's Commission for the Mentally Retarded. The Report of the Commission, being studied by the 1963 General Assembly, says three per cent was also the national estimate as reported in a survey of research in the American Journal of Mental Deficiency in 1958.

North Carolina in 1960 had 138,866 citizens identified as mentally retarded, including approximately 34,996 of school ages 6 through 17, the Report shows.

Most of the estimated 3 per cent of mentally retarded are in the educable range, with an intelligent quotient of 50 to 70. These are estimated to comprise 2.5 per cent of the population within the State and nationally. Basing data on the 1960 U.S. Census, the Report shows 115,557 educable retarded of all ages in North Carolina, including 28,996 of school age.

The trainable mentally retarded, with an intelligent quotient of 30 to 50, including many persons capable of productive lives in favorable environment, are estimated at 0.4 per cent of State and national population. The Report shows 18,648 trainable retarded for North Carolina in 1960, including approximately 4,800 of school age.

The custodial mentally retarded, with intelligence quotient of zero to 30, are estimated at 0.1 per cent of the population of the State and country. North Carolina in 1960 had 4,661 custodial retarded, including roughly 1,190 of school age, the Report shows.

to meet Dau on the evening of his arrival. On the return trip to his country, Dau will visit industrial and vocational classes in the Philippine Islands and Taiwan (Formosa).

Adult Education Guidelines Adopted for Public Schools

The State Board of Education at its February meeting adopted guidelines for a broad new program of adult education that would help 700,000 functionally illiterate North Carolinians learn to read and write effectively, and that would permit capable adults to obtain a high school education.

City and county school systems would conduct the classes, financed by local taxes or by "reasonable fees." Adults 21 years of age and older would be admitted, at class levels to be determined by test results. Persons who complete high school requirements in the program would be awarded an "adult education high school diploma."

Superintendent of Public Instruction Charles F. Carroll told the Board members that he held "the hope that in the not far distant future, the State Board of Education would have a sizable amount of money to establish adult education State-wide."

700,000 Illiterates

"We have in this State 700,000 people over 25 years of age who are classed as 'functionally illiterates.' That is 700,000 out of a population of four and one-half million," Superintendent Carroll explained. "All of us aspire to the day when we can say an education is available to every person in North Carolina."

Dr. Carroll presented to the Board a four-page memorandum calling on county and city boards of education to adopt adult education programs normally offered at the elementary and secondary levels. He called adult education "the greatest untapped field of educational opportunity" in the State, and he said responsibility for helping the State's functionally illiterate is with the public school system.

Nature has given us two ears but only one mouth.—Benjamin Disraeli

Effects Of High School Marriages In The State Are Reviewed By Family Relations Specialist

An evaluation of effects of student marriages in high schools is being made by Miss Frances Jordan, family relations specialist for the North Carolina Agricultural Extension Service. She is using data from several studies made independently in the State.

Questions

Questions for which Miss Jordan seeks answers are: How many schools have married students enrolled? Do schools have definite policies for dealing with student marriage, and do they have planned programs of counseling and guidance for married students? Are schools and communities making conscientious efforts to motivate their children to complete their high school education before marriage?

Also, she wants to know: Does marriage affect attendance, grades, achievement scores, and course selection? Does it affect motivation and educational goals?

Tentative Answers

Miss Jordan refers to data collected by Irwin V. Sperry, chairman of the child development and family relations area of the school of home economics at Woman's College of the University of North Carolina.

Of 631 high schools studied in North Carolina, 515 reported having one or more married students enrolled. Of the total married students in high school, 81.9 per cent were girls, 18.1 per cent were boys. More than half the students known to be married were in grade 12.

Definite policy for dealing with student marriages was not found in a majority of the schools, Miss Jordan states. Many had restrictions or requirements that would tend to discourage continued attendance of married students in school. Most principals believed that married students were a problem rather than an asset. Reasons given by the principals were mainly that married students have unfavorable influence on other students; they expect special privileges, have poor attendance

records and poor scholastic achievement, are immature, and they influence other students to marry.

Only 92 of the principals, or 14 per cent, reported a planned program of counseling for married students. About one-fifth of the schools studied had courses in family life education, and in these classes girls outnumbered the boys.

Miss Jordan also refers to a study by Mrs. Kate Garner of Woman's College. This study shows that married students achieve lower grades in high school. Need for more guidance and counseling for married students, for family life education, and for efforts by family, community, and school to motivate students to continue their education before marrying, are indicated, Miss Jordan said. She recommends local school and community planning and effort in the problem area of student marriages.

Voice of America Describes State's Elementary Standards

The Voice of America in broadcasts to Central America and South America has used parts of North Carolina's *Standards for Accreditation of Elementary Schools*, published in November 1962. The broadcasts were for the purpose of giving an example of criteria for elementary schools in the United States.

A copy of North Carolina's standards was furnished to Voice of America by Dr. Helen McIntosh, chief of the elementary division of the U. S. Office of Education, for the purpose. This use was mentioned by Dr. McIntosh at the convention of the Association for Supervision and Curriculum Development, at St. Louis, Missouri, in March, in conference with Madeline Tripp, Supervisor of Elementary Education, in the Division of Instructional Services, North Carolina Department of Public Instruction.

Health Career Information For North Carolina Offered High School Students, Teacher, Counselors

Information on opportunities in health careers in North Carolina is offered to high school students, teachers, and counselors, by Health Careers for North Carolina, Box 9601, Raleigh.

The director, Wright Langley, said sponsors of the Health Careers program are 108 hospitals within the State, and 23 auxiliary agencies of the hospitals, plus "a number of industries and endowments." These sponsors support the North Carolina Hospital Education and Research Foundation, Inc., and they "have pledged over \$83,000 per year for three years," the director said, "aimed at reducing the acute shortage of over 6,500" persons in various health fields, public and private, in the State.

Director Langley announced in Raleigh on April 4 that seven public school officials in various

parts of the State have volunteered to serve as "district directors" of the Health Careers information program. He also announced that Dr. I. E. Ready, Director of the Department of Curriculum Study and Research, State Board of Education, has accepted appointment to the executive committee of the Health Careers for North Carolina program. Langley said the district director volunteers are: Mrs. Hildred Smith, Clay County schools, Hayesville; Mrs. Fred M. Gragg, Watauga County schools, Boone; Superintendent R. R. Morgan, Mooresville city schools; Superintendent David N. Hix, Granville County schools, Oxford; Superintendent William H. Wagoner, New Hanover County schools, Wilmington; and Superintendent John L. Dupree, Bertie County schools, Windsor.

Dr. Brank Proffitt To Succeed Spikes As Superintendent of Burlington Schools

Dr. Brank Proffitt, native North Carolinian and currently director of the State's experimental program of teacher merit pay under the supervision of the Department of Public Instruction, will assume the superintendency of the Burlington city schools, July 1. The announcement was made by School Board Chairman S. Carlyle Isley concurrently with that of Proffitt's announcement of his resignation from the Raleigh position.

Proffitt succeeds Dr. L. E. Spikes, who has served as Burlington superintendent since 1936. Under Spikes' superintendency the Burlington system expanded from 103 teaching and staff personnel to 391 with 79 part-time teachers; library books, which numbered about 7,000 in 1936, now number more than 59,000. In addition, more than 300 additional classrooms were constructed during this twenty-seven year period.

Dr. Proffitt, a graduate of Mars Hill College and George Peabody College, has his doctorate from the University of North Carolina, where he majored in school administration and supervision with a minor in personnel administration.

Educational experiences include teaching and serving as assistant principal in the Sylva high school, 1949-1951; serving as superintendent of the Tryon city schools, 1951-1956; and as associate professor of education at Western Carolina College from 1957-1961, when he assumed his duties with the State.

In supervising the State's experimental program of teacher merit pay, Proffitt has worked with Gastonia, Rowan county, and Martin county in developing approaches at the local level whereby teachers, on a voluntary basis, might be considered eligible for merit increases. This program now in its second year is expected to be continued by the current Legislature.

"The opportunity to work with the citizens of Burlington and members of the entire educational

staff is a privilege and a challenge. As everyone concerned with improving education works together, there is reason to believe that Burlington will continue to be an outstanding leader in educational progress," declared Proffitt.

Recent Report Tells Story of Rehabilitation

A total of 5,647 persons were provided with complete rehabilitation services by the Division of Vocational Rehabilitation during the fiscal year 1961-62, according to a report by that division released last month.

This number, comparing with 5,328 the preceding year and 2,634 ten years ago, is the largest number of persons provided with complete rehabilitation for any year since the program began in 1921-22 by act of Congress.

The report, entitled, "The Vocational Rehabilitation Story" was issued by the Department of Public Instruction. Charles H. Warren is director of the division.

The report points out that the 5,647 men and women were rehabilitated at an average cost of \$507. "Approximately two-thirds of those rehabilitated were dependent upon their families or friends for their major source of support at the time of acceptance.

Of the group of 3,487 wage earners, the report continues, 1,135 were placed in the field of service occupations—barbers, hospital attendants, practical nurses, policemen, etc.—157 were placed in professional occupations, 408 entered clerical and sales positions, and 734 were placed in agriculture and related occupations. Family and homemakers numbering 1,830 were able to return to their duties in the home.

Average weekly wage of those becoming wage earners was \$41.00. Total cost of the program was \$2,860,807, with \$879,674 provided by the State and \$1,981,133, by the Federal Government. Approximately 80 per cent of expenditures was spent on case services.

Economics Teachers Invited To U. of Illinois Institute

"Teachers assigned to teach a high school course in economics, but who have little or no formal preparation in the field," are invited to apply for "the first National Science Foundation institute in the field of economics education, and only the third in the broad area of the social sciences," July 8-August 16, at the University of Illinois.

The director of the institute, Dr. Lewis F. Wagner, said in a letter to North Carolina's Superintendent of Public Instruction, Dr. Charles F. Carroll, "an attempt will be made to secure widespread geographical representation," in attendance.

"The institute, with the cooperation of the Joint Council on Economic Education, will have available one of the largest collections of materials in economic education ever assembled," Dr. Wagner wrote. A part of the work will be observation of a laboratory class of high school pupils.

Four semester hours of graduate credit in education can be earned in the institute. Applicants must certify they will be assigned to teach economics in high school during 1963-64. A bachelor's degree and three years of teaching experience are required; and persons with some experience in teaching economics in high school will be preferred.

A stipend of \$450 plus allowance for dependents and travel is provided. Information and application blanks may be obtained from: Director, Institute for Teachers of Economics, University of Illinois, Champaign, Illinois.

I find it profitable to walk to school and back home again at least twice a week. That way, people get a chance to talk to me.—A superintendent quoted by J. Minor Gwynn

Often, teachers must prepare their work after school hours or at night . . . This feature of teaching is not always understood in the light of shorter work weeks in many fields.—Donald G. Tarbet

The Attorney General Rules

Opinion December 3, 1962 Explained

In reply to your recent inquiry: I refer to my opinion sent to — of — City Schools under date of December 3, 1962, (Printed in January, 1963, issue of this Bulletin) wherein I said: "I do not think the principal has authority over a school child who rides on a school bus after he leaves on the bus going home or before getting on the bus in the morning."

This statement is unfortunate and inept since what I meant to say was that the principal would not have any authority over a child after the bus stops and the child gets off of the bus for the purpose of going to his home. In the same way, I do not think the principal would have any authority over a school child after he leaves his home in the morning and before he gets on the bus going to school. The general idea or concept is that outside of and off of the bus the principal's authority would end, but so long as the child is on the bus I would think the school authorities can preserve order and have authority over the child. Attorney General, February 28, 1963.

Supervisor Tripp Is Serving On National Yearbook Staff

The 1965 Yearbook Committee of the Association for Supervision and Curriculum Development includes Madeline Tripp, Supervisor of Elementary Education, in the Division of Instructional Services, North Carolina Department of Public Instruction.

The twelve-member committee serves under committee chairman Evelyn Carlson, the Associate Superintendent for Instruction in the Chicago, Illinois, city schools. The members were appointed at the annual convention of the association at Las Vegas, Nevada, in 1962, and met at the 1963 convention in March at St. Louis, Missouri.

The proposed subject of the yearbook is supervision of instruction, grades 1 through 12, with related information at kindergarten and college levels.

National Conference Stresses Values Of Wisely Planned Competitive Sports

Eight North Carolinians attended the national Conference on Secondary School Athletic Administration held last month at which school administrators, high school athletic directors, and coaches sought a reappraisal of their role and of the function of competitive sports in physical fitness programs of the school and nation. The consensus appeared to be that interschool competition in sports contributes greatly to the educational program, but needs careful supervision to avoid over-emphasis. More than 250 educational leaders attended the conference.

Raymond K. Rhodes, director of school athletics and activities in the State Department of Public Instruction, attended the conference and served as a discussion leader. Other Tar Heels who were present included Leon Brogden, New Hanover; Buddy Luper, Fayetteville Senior High; Bob Jameison, Greensboro Senior High; W. J. Furcron, Dudley Senior High; Carol King, Needham Broughton Senior High; and Toby Webb, Albemarle Senior High.

The idea that coaches are teachers first, and developers of athletes more or less incidentally, ran through the conference.

According to Rhodes, the conference passed a resolution requesting professional athletes not to endorse or permit use of their names or pictures in advertising or promoting the use of tobacco or alcoholic drinks.

Coaches were also advised to emulate Caesar's wife, and whatever their personal habits, to refrain from smoking on the field or in the locker rooms.

The resolution pointed out that high school students are at an impressionable age, given to hero worship; that abstinence from tobacco and alcohol is a traditional part of accepted training rules and is particularly desirable on the part of teenage athletes.

"The millions of dollars spent on high school athletic programs and

night-lighted football fields provided by most communities are not in themselves evidence that high school athletics are being over-emphasized," the conference was told by Cleo L. Dumaree, assistant superintendent, Columbus (Ohio) Public Schools. "But," Dumaree said, "athletics must be only one closely integrated part of the program of school activities. Practice sessions, he said, must be outside of the academic day, games must always be on non-class time and always on school property. Eligibility standards should be above reproach, and academic standards must be enforced. The coach and his staff must recognize that coaching is teaching and that coaching is an integral part of the educational program."

At the junior high school level, the delegates were told, a limited program of interscholastic competition is permissible only after provision has been made for a daily period of physical education for all and for an intramural program which gives all students opportunity in competitive sports.

Girls have seen little that they want to copy in the interscholastic athletic programs for boys, the delegates were advised. But Katherine Ley (U. of Michigan) suggested that the time has come when the girl who has desire and ability to excel in sports should be given encouragement and help. She does not deserve, Miss Ley said, the stigma which our culture still attaches to the woman athlete.

Adult Education Guidelines

A six-page printed folder containing "Guidelines for Establishing Adult General Education Programs" as approved by the State Board of Education was issued in March by the State Superintendent of Public Instruction. Inquiries should be addressed to the Division of Instructional Services, State Department of Public Instruction, Raleigh.

LOOKING BACK

In previous numbers of the
North Carolina Public School Bulletin

May, 1958

More than 1,100 applications have been received for Prospective Teacher's Scholarship Loan Awards, according to Nile F. Hunt, Coordinator of Teacher Education, State Department of Public Instruction.

Dr. Robert M. Fink has recently accepted an invitation to become a member of the American School Health Association's Committee on Mental Health in the Classroom.

May, 1953

Two new school buildings were recently dedicated by the Asheville City Schools.

Dr. Budd E. Smith, superintendent of Oxford city schools since 1951, was recently elected president of Wingate Junior College, effective July 1, 1953.

Superintendent R. C. White of Randolph County died suddenly in Asheboro April 3 following a heart attack.

May, 1948

Teachers in the elementary schools of the State, grades 1-8, were paid an average annual salary of \$1,505.07 during 1945-46.

Dr. John William Ray Norton, former school principal of two North Carolina high schools, was elected State Health Officer at a recent meeting of the State Board of Health to succeed Dr. Carl V. Reynolds who will retire June 30, 1948.

May, 1943

War savings stamps and bonds sold in the Salisbury schools thus far this session total \$36,527.15, Supt. J. H. Knox announced last night (Mar. 13).

Rationing certificates for tires and tubes hereafter may be used at any time convenient to the holder, the Office of Price Administration announced on March 24 in withdrawing a previous provision which limited the life of a certificate to 30 days after the date of issuance.

May, 1938

On Monday, April 25, the citizens of Raleigh by a 1,374 majority voted a 17-cent property tax levy to supplement the State funds for the operation of the public school in that unit.

Immunization Requirement Is Released As Reminder

A reminder of immunizations required for children entering school was issued to all local health directors and all school superintendents in North Carolina by a joint letter from Dr. J. W. R. Norton, State Health Director, and Charles F. Carroll, State Superintendent of Public Instruction, on March 29.

The letter stated, in part: "The State law under G. S. 130-87-92, and subsequent amendments, requires that all children shall have been immunized against diphtheria, tetanus, whooping cough, and poliomyelitis, and shall have been vaccinated against smallpox prior to entering school in this State."

Evidence Required

"The Statutes further state that they [pupils] must show evidence of having received such immunization by presenting a certificate from the vaccinating physician or other authorized person (official of the local health department).

"In addition, there is a stipulation in G. S. 130-88 that any child who has entered in attendance in a school without having been immunized shall be immunized. According to the Attorney General's interpretation of March 22, 1963, this stipulation also applies to poliomyelitis. Therefore, any child of any age in any grade who has not previously complied with law must comply with the law before admission to school.

"In the event the parents of a child entering school are unable to pay . . . vaccination may be obtained from the local health director or his agent of the county in which the child applies for admission to school."

The letter explains exemptions for health of the child upon certification from a physician, and for bona fide membership in a religious organization opposed to the immunization.

Enclosures include a copy of the applicable statutes and a copy of the immunization table of data issued by the State Board of Health, revised April 1, 1963, subsequent to the date of the letter, and attached to the letter before mailing.

MAKING TODAY'S NEWS

Charlotte-Mecklenburg. A "working committee" of 14 educators, businessmen and social workers was named today to fight the school dropout problem in Mecklenburg County. *Charlotte News*, March 27.

Person. The Person County Board of Commissioners estimated a proposed \$2¼ million school bond referendum can be held May 28, County Attorney Thomas B. Ward said Wednesday. *Durham Herald*, March 28.

Jackson. Evaluation of the physical equipment of the county's schools will be discussed at a meeting of the Jackson County Citizens Committee at 8 o'clock tonight (Thursday) at Sylva - Webster High. *The Herald*, March 28.

Alamance. A referendum on a 20-cent school tax supplement for Alamance County schools was approved last week by the County Board of Commissioners, with a day in May suggested as the possible time of the election. *Durham Herald*, March 31.

Winston-Salem. The first in a series of courses for school cafeteria personnel will begin Monday at the City-County Industrial Education Center on Link Road. *Winston-Salem Sentinel*, March 28.

Cleveland. Cleveland County school system's election on school construction bonds and a supplementary tax has been scheduled for May 18. *Shelby Daily Star*, March 30.

Mt. Airy. Today, students in the Mount Airy city school system are reaping the benefits of a system-wide curriculum study which had its origin in October of 1958, according to information released this week by Supt. B. H. Tharrington. *Mt. Airy News*, March 29.

Durham. The Durham County Board of Education, meeting in special session Tuesday afternoon, named the new junior-senior high school now under construction in honor of Dr. Charles Edward Jordan of Durham. *Durham Herald*, March 27.

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